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ABSTRACT

This teacher's guide on family living and parenthood is one of seven subject area guides developed for use in consumer and homemaking education in secondary schools in Texas. The guide is correlated with the "Conceptual Framework for Consumer and Homemaking Education in Texas." Content is based on the competencies needed by homemakers in the area of family living and parenthood, with terminal performance objectives identified for each competency. Content is developed through learning and evaluation experiences. The guide contains experiences for seventh and eighth grade homemaking; Homemaking I, II, III; and a semester course. Competencies and corresponding terminal performance objectives are listed at the beginning of each section. Concepts related to the competencies are outlined in the left columns of the guide, while learning and evaluation experiences to develop the competencies are listed in the right columns. Appendixes to the guide include transparency masters keyed to learning and evaluation experiences, and a reference list of books and sources of teaching aids which will assist the teacher in developing a reference library. (KC)

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FAMILY LIVING AND PARENTHOOD

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FAMILY LIVING AND PARENTHOOD GUIDE

Family Living and Parenthood is one of seven subject area guides developed for use in consumer and homemaking education in Texas. Additional guides are available in the areas of Child Development; Clothing and Textiles; Consumer Education; Food and Nutrition; Home Management; and Housing, Home Furnishings, and Equipment.

Contents of the Guide

Each subject area guide is correlated closely with the *Conceptual Framework for Consumer and Homemaking Education in Texas.* Content for each subject area is based on the competencies needed by homemakers. Terminal performance objectives are identified for each competency. Content is developed through learning and evaluation experiences.

Each guide has colored dividers to indicate 7th and 8th Grade Homemaking, Homemaking I, II, III, and a semester course as follows:

7th and 8th Grade Homemaking – yellow
Homemaking I – orange
Homemaking II – green
Homemaking III – pink
Semester Course – blue
Transparencies – tan

Competencies and corresponding *terminal performance objectives* are listed at the beginning of each section. Competencies include the knowledge, skills, affective behavior and/or judgment needed by homemakers. Terminal performance objectives are the measurable behaviors expected to result from the completion of the learning and evaluation experiences. *Concepts* related to the competencies are outlined in the left columns. *Learning and evaluation experiences* to develop the competencies are listed in the right columns. Appendices include *transparency masters* keyed to learning and evaluation experiences and a *reference list* of books and sources of teaching aids which will assist the teacher in developing a reference library. For convenience the word *parent(s)* has been used where the words *guardian(s)* or *other adult(s)* may be appropriate. Use discretion in determining how to word the activity for students.

How to Use the Guide

The subject area guides are designed to aid the teacher in identifying the concerns of seventh to twelfth grade students and the concepts appropriate for each grade level. The guides are not designed for use as a specific curriculum in any particular community or situation. Teachers will need to use their own judgment, initiative, imagination, and creativity in working cooperatively with students, parents, the school, and the community to develop an effective consumer and homemaking education program. The subject area guides are intended to guide, not dictate, the content of consumer and homemaking education courses.

Teachers should not expect to use all the suggested experiences in one class. Teachers may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of students. The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help their students reach the objectives the teacher feels are important. Many experiences can easily be adapted for use in FHA/HERO, home or extended experiences, or adult education.

Schools which do not offer all of the sequence courses outlined in this guide should consider combining content of different levels to meet local needs. Teachers and council members should review the suggested course content for each sequence level and the competency needs of students enrolling in the courses offered. Competencies to be developed in each course should be selected by students' needs and backgrounds. This may involve including basic concepts covered in 7th and 8th Grade Homemaking in Homemaking I, or adding more advanced concepts from Homemaking III to Homemaking II. The subject area guide should be a valuable aid in local program planning and curriculum planning whatever the situation may be.

Program Planning

Effective program planning for consumer and homemaking education in the local community involves: (1) understanding the community, (2) understanding human growth and development, and (3) planning cooperatively.

Understanding the Community. Planning and carrying out an effective consumer and homemaking education program requires that the teacher understand the community in which students and their families live. A study of social, economic, and cultural conditions in the community will contribute to this understanding. Such a study involves determining the representative types of home and family backgrounds; and appraising community attitudes, prejudices, values, industries, practices, resources, influences, and power structures. Because patterns of home and community life largely determine the needs and interests of individuals, knowledge of the community can focus on the problems of everyday life for the student, and can serve as a basis for curriculum planning.

Understanding Human Growth and Development. The development of the individual from birth throughout life is characterized by the accomplishment of certain tasks at each stage of development. Understanding these tasks and the characteristics related to them is an important part of program planning in consumer and homemaking education. Knowledge of developmental tasks has several implications for the teacher. The tasks indicate types of problems for which students must seek solutions. The teacher must realize that individuals of the same chronological age are not necessarily in the same stage of development. Because tasks arise at or about a given time in the student's life, however, the teacher should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of students.

Cooperative Planning. Planning the consumer and homemaking education program cooperatively with students, parents, teachers, administrators, and others in the community has been shown to result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Students, parents, and community members may be involved through questionnaires, planning groups, and advisory councils. Professionally trained persons, including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, and local and area supervisors also provide essential contributions. When preliminary plans have been developed, the teacher will want to discuss program planning with students to provide greater insight into their needs and interests.

Curriculum Planning

Curriculum planning is facilitated by identifying expectations for the students in the form of competencies and terminal performance objectives. What should the student know and be able to do at the completion of study? Concepts to be studied can be identified once the competencies and terminal performance objectives are known. The student then gains knowledge through the completion of appropriate learning and evaluation experiences. The competencies, terminal performance objectives, and concepts included in this book are only a guide. A careful evaluation of your particular teaching situation and student needs will be the first step in good curriculum planning.

Learning experiences in consumer and homemaking education may be provided through the classroom, home, community, and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO). Students' interests are more easily sustained if a variety of experiences are provided for learning by seeing, hearing, feeling, and doing. The learning experiences suggested in this guide provide a variety of choices related to the concepts. They are designed to help students achieve the terminal performance objectives and the competencies identified. The teacher can select learning and evaluation experiences from those suggestions, or develop alternatives. The creative instructor will select, adapt, or add experiences to enable students to achieve the competencies.

Evaluation determines the extent to which students have reached the objectives and achieved the competencies designated for each course. Such evaluation is a complex task. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence of behavioral changes, interpreting the evidence collected, and using the evidence to improve the curriculum. The innovative teacher will rely upon a variety of methods in all domains of learning for student assessment.

Methods of evaluation include paper-and-pencil tests, oral tests, performance tests, check sheets and inventories, score cards, rating scales, behavior records, and observations.

A variety of teaching aids are needed for effective teaching. Such aids include transparency masters, audiovisuals, bulletin boards, games, resource kits, etc. The more approaches a teacher uses, the greater the chances all types of students will learn successfully.

Suggested Reading

Ahmann, J. Stanley, and Glock, Marrin D. *Evaluating Pupil Growth.* 5th ed. Boston: Allyn and Bacon, Inc., 1975.

Chamberlain, Valerie M., and Kelly, Joan. *Creative Home Economics Instruction.* New York: Webster Division, McGraw-Hill Book Company, 1975.

Cross, Aleene. *Home Economics Evaluation.* Columbus, Ohio: Charles G. Merrill Publishing Company, 1973.

Cross, Aleene A., ed. *Vocational Instruction.* Arlington, Virginia: The American Vocational Association, Inc., 1979.

Finch, Curtis R., and Crunkilton, John R. *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation.* Boston: Allyn and Bacon, Inc., 1979.

During the 1970's a dramatic civil rights movement for the handicapped and disadvantaged developed. In 1976, the Vocational Education Amendments placed greater emphasis than ever before on ensuring the right of persons with special needs to a free and equal education. The amendments require that a portion of the basic state grant funds be used for the handicapped and disadvantaged. These set-asides are intended to provide the additional educational services which handicapped and disadvantaged students may require. These students are often referred to as "learners with special needs."

The phrase "learners with special needs" is used to describe students with different, unique, exceptional, or highly individualized wants or demands that must be satisfied for them to succeed. The phrase points out the necessity for finding a personal solution to each student's learning problems. Any student who has not been making normal progress and who appears to be heading for failure in school may be identified as a learner with special needs. Thus, special needs is an umbrella term used to describe all handicapped and disadvantaged students.

Specific legislation providing for their educational rights includes Section 504 of the Rehabilitation Act of 1973, signed in 1976, which established a mandate to end discrimination of the handicapped and to get them in the *mainstream* of American life. In the same year, Congress passed the Education of Handicapped Children Act. Together, these set forth a comprehensive scheme of federal civil rights legislation for handicapped persons.

The provisions of this legislation make it mandatory that vocational education provide a free and appropriate education to handicapped students in the "least restrictive environment." This term is interpreted in regulations stating that "each agency shall insure. . .to the maximun extent appropriate, that handicapped children. . .are educated with children who are not handicapped." Further, handicapped students are to be ensured an equal opportunity to participate in and benefit from programs and activities receiving federal assistance. In sum, the civil rights legislation affords handicapped students the same right to vocational education as nonhandicapped students.

Mainstreaming is a term which refers to the enrollment of identified special needs students in regular classes. Mainstreamed students are placed in the regular classroom with the provision of special education support services. The term is used to describe the process of equipping handicapped students for entry into the "mainstream" of society, as mandated in Public Law 94-142. The term also applies to the placement of disadvantaged students in regular classes.

Who Are the Handicapped?

A national profile by handicapping condition of students in vocational education mirrors the profile of handicapped students in special education. According to the Vocational Education Civil Rights Survey, slightly more than 36 percent of the handicapped persons enrolled in vocational education are mentally retarded, and 37 percent have a specific learning disability. The remaining 27 percent are identified by one of nine other handicapping condition. Of these, seven percent are seriously emotionally disturbed, two percent are orthopedically impaired, three percent are visually handicapped, and four percent are deaf or hard of hearing. Of the remaining group, ten percent is listed as "other health impaired," and five percent are multi-handicapped. (See Table 1.)

TABLE 1

HANDICAPPED POPULATION SERVED IN VOCATIONAL EDUCATION AND SPECIAL EDUCATION, BY HANDICAP[1]

	Percent of Handicapped Population Served in Special Education[2]	Percent of Handicapped Population Served in Vocational Education[3]
Mentally Retarded	21.8	36.5
Hard of Hearing	1.0	2.6
Deaf	1.0	0.9
Speech Impaired	29.4	2.7
Visually Handicapped	0.8	2.5
Emotionally Disturbed	8.2	7.3
Orthopedically Impaired	1.6	2.4
Learning Disabled	31.7	36.8
Deaf-Blind	0.0	0.2
Multi-Handicapped	1.5	4.6
Other Health Impaired	2.6	9.9

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[1] Charlotte A. Conaway. "Vocational Education Serves the Handicapped" *VocEd,* (April 1981), p.3.

[2] National Summary "State Agency Reports of Handicapped Children Receiving Special Education and Related Services," 1979-1980.

[3] Based on data from Vocational Education Civil Rights Survey-1980, Comprehensive High Schools and Area Vocational Centers (preliminary unedited survey data).

Mentally Retarded Students

Mentally retarded students function below average in the areas of intellectual, physical, and emotional development. Mentally retarded persons are capable of learning homemaking skills. However, as homemakers they will not have the constant supervision often given on the job. They must learn to make their own decisions and care for their own families as well as themselves if they are to live independently.

Characteristics of mentally handicapped students are listed below. The student:

- may be of average physical size, but be uncoordinated and awkward
- may have multiple handicaps
- may perform poorly on intelligence tests, but may be "street-wise"
- may function poorly in school and present behavior problems
- may have short attention span, lack of concentration, learn at a slower rate, and have a lower capacity for learning
- may be easily frustrated due to repeated failures
- may have a lower resistance to disease and infection
- may possess handicapping conditions varying from mild to severe or profound
- can handle concrete learning more effectively than abstract
- can learn to do skilled and unskilled work
- can be employable.[4]

Emotionally Handicapped Students

The emotionally handicapped student's behavior may be unacceptable for the student's age level. The behavior may interfere with the student's own growth and development as well as with the well being of others. Some emotionally handicapped students' growth and development is affected by their withdrawal from the environment. Other students cause disruptions around them by constant conflict.

Characteristics of emotionally handicapped students are listed below. The student:

- may not handle stress well
- may demonstrate explosive behavior
- may have a negative self-image and exhibit hostility
- may have a short attention span and be difficult to motivate
- may use demonstrative behavior (kick chairs, slam doors, use obscene language) or be extremely quiet and withdrawn
- may be easily frustrated due to many years of failure
- may need positive reinforcement
- may function more effectively in a structured but flexible environment.[5]

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[4] Gloria E. Durr. and Camille G. Bell. *Mainstreaming Strategies in Home Economics.* (Lubbock, Texas: Home Economics Instructional Materials Center, Texas Tech University, 1980), pp. 6-7.

[5] Ibid., p. 7.

Learning Disabled Students

Students with learning disabilities are achieving less than their potential. They are normal in most respects, but have definite disabilities in one or more areas of development. Often their disabilities involve comprehension or the use of language. As a result, these students may exhibit difficulties in spelling, writing, and calculating.

Characteristics of learning disabled students are listed below. The student:

- –may be behind in grade classification and reading ability
- –may appear to be highly active, impulsive, restless
- –may be uninhibited in speech and disorganized in thoughts and actions
- –may exhibit frequent and sudden changes from explosive to docile behavior
- –may display distracting or disruptive behavior to gain attention
- –may have short attention span and be difficult to motivate.[6]

Deaf and Hard-of-Hearing Students

Because hearing loss is not as obvious as other disabilities, it is sometimes referred to as the "hidden handicap." Even a mild hearing loss interferes with learning and communication. Because it is not obvious, the symptoms of a mild hearing loss are easily misinterpreted as behavior problems. Students with mild to moderate hearing loss need to be encouraged to use residual hearing.

Students whose hearing is so impaired that they have problems understanding auditory information with or without a hearing aid or device are considered deaf. Without the ability to receive auditory communication deaf persons must rely upon their eyes for signals which represent ideas. The greater the hearing loss, the more the individual must depend on visual cues. Students with hearing losses might rely on an alternate communication systems, such as lip reading, sign language, or written language.

Speech Impaired Students

Speech problems may include articulation problems, stuttering, impaired hearing, cleft palate, cerebral palsy, or voice. Some speech disorders, such as stuttering, occur in isolation. Other speech disorders are associated with handicaps such as deafness, mental retardation, or cerebral palsy. Speech is generally considered impaired when it "deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes the individual to be self-conscious and maladjusted."[7]

Deaf persons experience varying degrees of speech impariment, but they can learn to talk. However, speech and language skills are difficult for deaf persons to develop. Early treatment and special training can enable persons with severe hearing impairments to learn sufficient language skills to communicate.

Speech is the communication tool most used in relating to others. For this reason, a speech handicap can be a social handicap. If others respond unfavorably to a speech handicap, the student may be inhibited or withdrawn into a world of silence. The result may be impaired social development and a poor self-image.

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[6] Ibid., p. 8.
[7] Ibid., p. 22.

Blind and Visually Impaired Students

The visually impaired student may have a vision loss ranging from slight impairment to complete loss of sight. The extent of the individual's handicap is influenced by the age of onset of visual loss, degree of loss, and cause of impairment.

Persons are considered *visually handicapped* if they see no better from 20 feet what persons with normal vision see from 70 feet. The visually handicapped require special aids or devices to read standard printed material. A person is designated legally blind when with the best correction, the person can see less from 20 feet than a person with normal vision can see from 200 feet, or when the field of vision is limited to a narrow angle of less than 20 degrees. Most blind students have some useable vision, but have problems such as cloudy, blurred, or double vision, spots, loss of side vision, or loss of central vision.

The social skills of a visually impaired student are often affected by the restricted ability to get around in the environment. In addition, emotional problems may develop as a result of negative attitudes of others.

Physically Handicapped Students

The physically handicapped student has some degree of health or physical impairment that limits actions or mobility. Physically handicapped students have a special condition which may be caused by disease, may have existed at birth, or may be the result of amputation. The range of physical disabilities includes orthopedic impairments, neurological impairments, and other health impairments. Orthopedic impairments include paraplegia, quadriplegia, and amputations. Students may be missing limbs or portions of limbs which restrict mobility. Crutches, wheelchairs, and other essential equipment call attention to these disabilities for many orthopedically handicapped students. These students often encounter public reactions such as embarrassment, staring, or avoidance.

Neurological impairments include cerebral palsy and epilepsy. Other health impairments range from diabetes and nephrosis to osteomyelitis. These physical impairments vary by the degree of the handicap, the stability of the condition, and the length of time the individual has had the condition.

Physically handicapped persons are very conscious of their movement restrictions. Their frustration may be expressed in inappropriate social behavior. Such frustration may cause the individual to become verbally aggressive, blame other people, repress desires, withdraw into fantasy, degrade the original goal, act less mature, and compensate for the disability by shifting to different interests. These possibilities emphasize the impact the reactions of family, peers, and the public, as well as the student's own perception of the handicap, have on the student's progress, attitude, and success.

Health Impaired Students

Students with severe or chronic health problems, such as epilepsy, cerebral palsy, amputation, hemophilia, spina bifida, cystic fibrosis or diabetes, are classified as *health impaired.* Many of these students have trouble keeping their bodies functioning normally.

The extent of health impairement can vary greatly. Mild conditions may not be readily apparent. Moderate conditions may be very evident to the teacher. Students born with a health impairment are more likely to have made satisfactory adjustments to it. More recently handicapped students usually have a more normally developed set of experiences and abilities. Researching the student's potential is vital to understanding the student's capabilities.

Multi-Handicapped Students

A multi-handicapped student has a combination of two or more handicaps. Knowledge of each handicapping condition is essential in working with the student. Observation and study are necessary to understand the extent of the student's abilities and limitations.

Teaching Strategies for Handicapped Learners

Making the transition from school to adulthood is a giant step for most young men and women, but especially for those who are handicapped or disadvantaged. Consumer and homemaking education has a major role in teaching handicapped and disadvantaged youth homemaking skills which will help them take that giant step. The teaching strategies suggested here have been synthesized from literature on teaching the handicapped and disadvantaged student.

In order to live independently, they need the same homemaking skills as other students. Consumer and homemaking education teachers face the challenge of teaching handicapped and disadvantaged persons effectively, of providing adequate support services, of expecting an equal level of skill acquisition by all students, and of ensuring that skills taught are adapted for each special needs student's most efficient learning.

Home economics teachers need to recognize that many of their special needs students have not spontaneously picked up the homemaking skills their other students have picked up at home. Therefore, the teacher's impact on these students can be potentially greater and far more important than the impact on the normal individuals. The homemaking teacher's impact on normal individuals may be the difference between being an average homemaker or a good homemaker. With special needs students, the difference may be between being able to live independently and being partially or totally dependent on others. Teachers also need to recognize that most special needs individuals in their classes are capable of learning anything taught in those classes. But how they learn and how long it takes to learn are quite varied.

Henry Viscardi at the White House Conference for Handicapped Individuals in 1977 said that the most difficult barriers for handicapped people are "not narrow doors and rigid curbs, but narrow minds and rigid stereotypes." The same is true of the disadvantaged. When mainstreamed students are enrolled in classes, teachers must reconstruct their mind-sets so that psychological barriers can disappear.

Often the teacher's first exposure to special needs students is the day such a student enters the classroom. This lack of experience often causes teachers to feel uncomfortable and unprepared. The teacher must first accept the reality of the handicap before being able to see all the things the student is capable of as a person. This initial attitude of acceptance is crucial and is one of the important variables for the success of the special needs student.

Next the teacher must make an effort to learn about some of the aspects and the nature of the student's handicaps or disadvantages. The teacher can become knowledgable about specific needs and problems through access to the student's file and through communication with the special education teacher, the counselor, and the student. Only if the teacher feels confident in knowledge of the student's needs can the teacher be successful.

Lesson Planning

The first step in lesson planning is to identify the basic content and skills which are the same for *all* students. The teacher who has clearly identified what is to be learned, why it is to be learned, and ways and means to measure whether it has been learned, can focus greater attention on how it can be learned. By varying teaching styles and individualizing learning activities, the home economics teacher can provide for all students without labeling special needs students and making them conspicuous within the group.

To be successful in teaching special needs students, the methods must be individualized. Planning activities with special needs in mind is essential. The very nature and variety of handicapping conditions indicates that there is no one method or technique that will always fit a certain handicap or that will fit all handicaps. Persons with the same handicap or disadvantage will vary in their response to it. Thus, each unit of instruction must be "tailor-made" for each special needs student in the class.

One solution to the challenges posed by a class of students with varying abilities is to group students by ability level for some activities. This allows the teacher to plan activities which fit the learning styles and needs of each group. It gives the average student a chance to cover more content and to work toward higher levels of learning. It also gives other students, such as the educationally disadvantaged or the mentally retarded, an opportunity for more teacher-student contact, extra time to cover content, and a chance for repetition and drill if needed. Class time can be divided into

1) large group discussion and teacher-directed activities, and/or
2) small group activities specially designed to meet each group's needs.

Small group activities could be designed to suit the audio learner, the visual learner, and the kinesthetic learner. Objectives and evaluation methods may be the same or different, but time spent in groups can be the same. The teacher can rotate among groups, or spend time directing the activities of one or more groups.

Some teachers make effective use of learning centers. Use of varied teaching methods and materials provides students with opportunities to grow at their own levels of conceptual development. This contributes to their sense of achievement. Peer tutoring works well in learning centers. Through participation in the activities of the center, special needs students have opportunities to interact with their peers and to experience success. Through tutoring they may experience a one-to-one learning situation which can be of value to the tutor as well as to the special needs student.

Special needs students should be evaluated, when possible, by methods that require a minimum of reading and writing. Students with learning difficulties can be asked to explain or to demonstrate in some way the concepts they have learned.

To evaluate fairly *all* students in the class, the following procedure is useful:

1) Determine the objectives to be achieved.
2) Determine entry-level behaviors by pre-test or other means.
3) Monitor and record progress toward achievement of objectives.
4) Measure achievement of objectives.
5) Translate progress toward achievement of objectives into the school's marking system.

Grading students in reference to a criterion reduces the frustration students feel when they are compared with each other.

1) Establish reasonable rules for the conduct of all students and be consistent in your expectations for student behavior.

2) Avoid being overprotective or overcompensating toward handicapped students by encouraging all students to be independent.

3) Provide handicapped students with space and time needed to complete tasks and avoid completing tasks yourself or allowing other students to complete them.

4) When appropriate, help students to learn to manage time and develop compensatory techniques to increase speed and ability and to help them keep pace with classmates.

Strategies for Mentally Handicapped Students

When teaching a skill to the mentally retarded, keep the following points in mind:

1) Break the skill down into simple sequential steps that can be repeated until the whole skill is learned.
2) Provide stimuli in a number of ways, through learning, seeing, and touching, all of which reinforce learning.
3) If a poor memory slows learning, review instructions frequently.

Since constant reinforcement is essential for mentally retarded students, demonstration is an excellent teaching technique. But demonstrations may need to be repeated several times. Establishing a set routine for activities, like preparation and cleanup in foods lab, helps retarded students learn what is expected of them.

Because mentally retarded students have short attention spans, lessons should be short and concise. When work is assigned, the amount should be limited. Before beginning a learning experience, review the previous information and materials on which it is based. Lessons should be planned so that repetition of tasks is possible. In presenting information on giving directions, use as few words as possible and only those that are familiar to the mentally retarded student.

Strategies for Learning Disabled Students

The learning disabled student is not mentally retarded, but uneven in development. The student's weaker areas can be evened out with step-by-step, structured teaching. Such teaching uses more than one sense—tactile, visual, kinesthetic and auditory techniques. This method of learning from all angles is effective for most students, but especially for learning disabled students.

Adaptations for learning disabled students must be designed to fit each student's learning style. Learning disabled students need extra help with such concepts as spatial orientation, reading, listening, writing, speaking, instructions, motor tasks, and tactile discrimination. Most learning activities can be designed to allow for these.

Social awareness of learning disabled students is often affected by their comprehension and perception problems. These problems often cause these students to fail to sense things that others would notice right away. Perceptual problems may result in incomplete information about others, such as failure to correctly interpret body language. The student may talk too much or laugh too loudly. The student may be unaware of irritating personal habits such as squirminess or excessive movement. The student may have a poor self-image but have no idea why others display dislike. Because the student does not catch on to jokes, he or she may become the butt of ridicule. On the other hand, the student may see something as amusing because the learning disability emphasizes the double meanings of some words. As activities are provided in a way that enables the learning disabled student to meet with success, some of these problems will fade into the background.

Strategies for Physically Handicapped Students

Various accommodations may be needed to make consumer and homemaking education classes accessible to physically handicapped students. Individual teachers can do a great deal to make their classes more accessible to physically handicapped students.

An *accommodation* (also called an adaptation) is a modification of a work place or the work itself which enables a physically handicapped student to perform. An accommodation can be as simple as wrapping a strip of foam around a pencil so that it is easier to grasp, or as complex as using an electronic arm to reach objects. The best solution to a student's individual problem is often the result of the teacher's and/or student's ingenuity.

By looking first for the simplest, most natural solution, simple, inexpensive accommodations are often found. Creative, step-by-step approaches to problem-solving yields solutions which are readily available, cost-effective, flexible, and attractive. However, solutions should be re-evaluated periodically to be sure they continue to meet the student's needs.

Changes in placement of furniture and materials or controls are often helpful for handicapped students. Modifications can mean changes in classroom and laboratory facilities, designing flexible work areas, or purchasing standard equipment with a view to special needs and adaptations. Some of these changes may be as simple as raising a work table so that a wheelchair can fit under it. Storage drawers and shelves can be labeled with Braille. Kitchen tools can be labeled by letter rather than color, so that a color-blind student can return tools to the correct storage area. When equipment is ordered for a new foods lab, a range which has burner and oven controls at the front will permit a student in a wheelchair to reach them.

Standard tools can be modified or assistive devices provided. Assistive devices use the principles of simple machines (lever, wheel, inclined plane) or mechanical power to aid or replace physical function. These devices can often be made from scrap materials or by using common equipment in new ways. Sometimes they can be borrowed from libraries, universities, or community health agencies. Assistive devices can also be purchased from rehabilitation supply catalogs. Some sales catalogs which do not specialize in rehabilitation contain gadgets useful to handicapped students.

Examples of these include a braille label maker, which can be used with a visually handicapped student to label containers; an elbow-length oven mitt to protect the arm of a student who does not sense heat; and a C-clamp which holds fabric to the table while the student who uses only one hand measures and cuts it. Complex devices such as splints, hearing aids, and vision aids must be fitted by qualified professionals. Training in their use may be necessary.

Different movements can often be used to perform a task which the handicapped student cannot do in the usual way. Special education consultants may suggest that one body part or sense can be substituted for another. The student may have good ideas for approaching usual tasks in more individual ways. For instance, if one hand is weak, the student may be able to hold a bowl between his or her knees while mixing with a spoon. The student with a vision problem may be able to tell the difference between similar substances like salt and sugar by smell or taste. A sewing machine foot pedal can be placed on the table and operated with the elbow if needed.

Sometimes the best approach is to restructure the job for a handicapped student, much as rehabilitation counselors do in employment situations. Making an accommodation in job structure or design usually involves changing work schedules or job descriptions. For example, the student might need to send laundry out instead of doing it at home, to learn simple ways to garnish a purchased cake to save energy, or to select self-help clothes for a child.

Whatever the solutions, the teacher needs to observe carefully and consistently to make sure that the student's needs are reflected.

Who Are the Disadvantaged?

The terms *disadvantaged, special needs,* and *special populations* are used interchangeably to refer to minority groups such as Blacks, Asian Americans, American Indians, and Hispanics, especially those at poverty or low-income levels. All culturally different minorities are not disadvantaged. Some members of the majority culture are disadvantaged. However, cultural minorities have often been denied advantages enjoyed by the majority culture in the United States. The 1968 Vocational Education Amendments define the disadvantaged as "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational program." Their education requires more extensive services. Without these services, disadvantaged students may become dropouts. The 1976 Amendments attacked this problem by setting aside a portion of federal vocational funds to pay for the extra costs of moving disadvantaged students into the mainstream of vocational education. In 1978, according to USDE figures, vocational education served approximately two million disadvantaged students. Consumer and Homemaking Education teachers are in a unique position to help these students prepare for life in the larger society, while developing respect for the unique cultural differences represented in the classroom.

Characteristics of Disadvantaged Students

Characteristics of disadvantaged students are listed below. The student:

–may be a poor achiever
–may live in a low-income family
–may lack language skills because of poor language development and inability to speak standard English
–may read at the fourth to sixth grade level
–may have an acquired dislike of school
–may pose discipline and attendance problems
–may have a poor self-concept
–may lack social skills for group participation
–may tend to be aggressive
–may have values and attitudes which are representative of a particular culture and of lower socioeconomic group

- may fear failure because of previous experiences in school
- may be slow in the performance of intellectual tasks
- may have poor work habits
- may tend to give up on tasks which provide no immediate sense of accomplishment
- may have a short attention span.

In summary, disadvantaged students suffer from rejection in society as well as in school. They often believe that the dominant group is responsible for their past and present segregation, limitations, and restrictions. They are aware and resentful that society has not offered them equal opportunities. They know that there has been serious interference with the exercise of the human and civil rights to which they are entitled. The consumer and homemaking education teacher must recognize the reality of these experiences and make every effort to assure that the students are welcome in the program and that everything possible is being done to make sure they learn.

Challenges to Teachers of the Disadvantaged

One of the greatest challenges facing the teacher of minority students is one of developing a positive and supportive attitude. Attitude is extremely important because it determines how the teacher treats the students. The teacher's treatment affects the student's attitudes toward school and ultimately the student's performance and success. Negative attitudes often stem from false stereotypes. Such stereotypes may result from often repeated generalizations about a cultural group and be supported by stereotypic stories and jokes. As a result of negative attitudes the teacher may convey to the student feelings that the student cannot succeed. Accordingly, the student fails. If, however, the teacher becomes familiar with cultural backgrounds and accepts students as individuals, the old stereotypes will seem less and less appropriate and the teacher's attitudes will become more and more positive.

Negative attitudes toward minority students are to a large extent the result of lack of knowledge about their cultures. Much emphasis has been placed on the problems these students have. However, teachers need to be aware that these students have strengths as well. These strengths often include acceptance of responsibility at an early age, ability to learn through concrete experiences, adherence to family and group rather than individual values, and good physical coordination and visual orientation.

Teachers are often apprehensive about teaching minority students. They may associate these students with a lack of success and unpleasant experiences. They may have been unsuccessful in previous attempts to teach minority students. They may feel unable to deal with problems often associated with minority students such as poor health, drug and alcohol problems, and poor housing and home conditions. To alleviate these fears the teacher should learn about the support services available in the school and community which can assist in dealing with these problems.

Teachers often feel uncomfortable communicating with minority students because they are not familiar with the students' language. When the language is a foreign one, the teacher can improve communications with students by learning the language. When the barrier to communication is nonstandard English, the teacher may have to learn from the students. Ability to communicate with students is extremely important since language plays such an important role in the student's life. If the student's language is rejected, the student may feel rejected and become less able to learn.

Another cause of difficulties in working with minority students is low expectations. Research shows that student learning is positively correlated with teacher expectations. However, it is not unusual for teachers to expect less of minority students than they do of other students.

Social, cultural, and economic deprivation affect learning. Deficiencies in language and reading skills are especially evident among the disadvantaged. In addition, disadvantaged students may not have been exposed to many concepts which are familiar to other students. For example, table setting might be very familiar to the middle-class student, but to students living in families without enough pieces of flatware to go around, it may be quite unfamiliar. In addition, factors that motivate the disadvantaged to learn may differ radically from those that motivate the middle-class person. Middle-class students may be motivated by grades, a diploma, or learning for the sake of learning; disadvantaged learners may need something more tangible and immediate to motivate them to learn, such as being able to see how they can use the information *now*. Bilingual teaching may facilitate learning for some students.

All students have a need to be successful. Failure deprives them of the satisfaction of that need. Some students who fail fight back aggressively. Others withdraw, stop trying, and become non-learners. Some get physically sick. Many drop out. To prevent these outcomes, the teacher must provide opportunities for success. The student then needs praise. Success on a small scale and praise will motivate the student to greater success in the future.

Suggested instructional strategies are as follows:

1. Reflect the cultural backgrounds of students in the classroom. Provide role models with which ethnic minorities can identify. Select textbooks and teaching aids which are multicultural. Invite guest speakers from the minorities represented in the class. Use pictures of persons from various cultural backgrounds on bulletin boards. Include ethnic foods, clothing, family patterns, child rearing practices, architectural styles, consumer problems, etc. in planning instruction.
2. Use instructional materials and methods which promote cultural understanding. If materials available do not promote cultural understanding, seek supplementary materials which do.
3. Help disadvantaged students learn by simplifying difficult tasks and presenting them in ways that will make them easier to grasp.
4. Adjust your teaching style to fit the learning styles of your students. Make sure also that the material taught is relevant to the student's life and needs. The teacher must understand the community and the disadvantaged within it. Relate instruction to the student's direct experience whenever possible.
5. Make an effort to involve all students in learning activities. Take advantage of student-initiated ideas to increase participation and interest.
6. Involve parents of minority students. This will require encouragement and interesting activities. Most of all, it will require a teacher who is an energetic organizer and who can get along with people. The effort to involve parents will pay dividends in increased student interest and increased parental support.
7. Help students to learn to evaluate themselves and assess their own progress. Evaluate students' efforts promptly, provide feedback, help students learn from their mistakes, and show them where and how they can improve.
8. Be honest with minority students. Don't give a rosy appraisal of problems. Honesty is an important way to establish rapport and develop the respect of these students.
9. Make instructions practical and basic. Explain *how* first; *why* later. Minority students are often said to learn best by doing; however, many educators believe this is equally true for all students.

10. Reward success. Since failure has been a common experience for many minority students, each success should be rewarded. It may be necessary to reward small steps to ensure that the student will eventually reach the objective or achieve the competency. Consumer and homemaking education classes provide many opportunities for producing tangible products which provide evidence of achievement. Students can see that they have baked a tasty bread, drawn a neat floor plan, made an attractive garment, planned an effective budget, or created an exciting toy. Consumer and homemaking education courses also make students feel self-sufficient, an attitude needed to function as an adult.

FHA/HERO For Special Needs Students

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) provides special needs students experiences they need to develop their full potential for living satisfying lives. These experiences benefit special needs students in several ways:

1. The experiences contribute to the student's sense of accomplishment and pride.
2. The activities of the organization provide students an opportunity to learn to work together.
3. Organization activities give the students the opportunity to learn from the teacher on an informal basis.
4. The organization provides recreational and social activities that help students develop wholesome relationships with others and desirable social skills.
5. Adult sponsors can set an example which helps students develop their own moral and ethical standards.
6. Participation in the organization helps students learn democratic principles.
7. Students learn to carry through on their own ideas and plans.

Through these experiences FHA/HERO can help the special needs student develop a sense of identity, a positive self-concept, independence, self-control, healthy relationships with others, moral and ethical values, and democratic and citizenship skills.

Special needs students often fail to pursue membership in youth organizations. These students may feel membership is too expensive or too exclusive. Membership may require more commitment than the student is willing to make. Several adaptations can enable FHA/HERO to develop the potential and talent of special needs students. These adaptations should enable the special needs student to try out ideas, to find someone who will listen, to permit mistakes without penalty, to build on successes, and to develop self-confidence.

Students should be made aware that the student organization is an important part of the Consumer and Homemaking Education program. A variety of techniques can be used to motivate students to participate:

1. Convey your own positive attitudes toward the organization to students.
2. Spend time in class describing the organization, utilizing slides, films, brochures, or speakers to motivate students to participate.
3. Inform parents of the purposes and value of the organization.
4. Utilize interested students in motivating other students to participate.
5. Give students the opportunity to participate in the organization's activities as quickly as possible.

Supervising Activities of the Vocational Youth Organization

To ensure continued participation, the teacher must integrate the activities and principles of the student vocational organization into everyday classroom and laboratory experiences. This helps students realize the value of the organization. Operating the organization as a part of the curriculum allows chapter information to become a part of classroom activities. Such an approach increases the frequency of communication about chapter activities and helps to maintain a high level of interest. It also helps students to see the relationship between FHA/HERO activities and their futures as wage earners, family members, and citizens.

Special needs students should be provided the same opportunities for personal growth and leadership development as other vocational students through participation in vocational youth organizations. Students need opportunities for leadership roles and active participation at all levels. Students should run for and hold offices. The chapter should have a full slate of officers and work through student committees to plan school and community activities. Students should be guided in learning the procedures of self-government through actual practice. They should have opportunities to participate in organization activities involving other chapters at local, area, state, and national levels.

Activities are appropriate for all FHA/HERO members for helping students develop the skills every young person must have to succeed in the world of work. Students can become involved in such activities as school-community projects, student recognition ceremonies, public relations, and competitive events. Activities of the organization provide excellent opportunities to increase public awareness of the potential of special needs students.

FHA/HERO can involve every special needs student through such activities as school-community projects and public relations. The teacher can encourage participation by providing motivation and rewards for efforts. Community activities might include school beautification projects, school bulletin boards, school stores, and lunchroom cleanups. Students can conduct anti-litter campaigns, organize walk-a-thons, talk-a-thons, and bike-a-thons, give assistance to projects organized by local civic clubs, or adopt grandparents in nursing homes. Club members can work at training centers for retarded children or adults and provide entertainment for those centers. The chapter could sponsor a radio show to publicize consumer and homemaking education. These activities can provide high visibility, bring instant recognition, and provide constant reinforcement to participants.

Participation in area and state FHA/HERO meetings can provide important new experiences for special needs students. These meetings may provide the student's first long trip away from home or the student's first view or a different geographical area. The cost of these meetings are within reach of all students or clubs. Sponsors can be found for those in severe need, or students can cooperate in fund-raising activities to finance their trips.

7TH AND 8TH GRADE HOMEMAKING

7TH AND 8TH GRADE HOMEMAKING
III. FAMILY LIVING

COMPETENCY: *Ability to analyze own development*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze the factors that contribute to self-acceptance.

Relate individual needs and influences to personality development.

Determine aspects of individual maturity.

Evaluate own personal qualities.

Accept responsibility for improving personal qualities.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Understanding Yourself 1. Accepting yourself a. Self-understanding	Discuss a cartoon character whose personality is most like yours. Explain what the character does that is similar to what you do. In what ways does the character act differently from the way you act?
	Write on an index card five items that describe yourself, such as where you like to go in the summer, your favorite music group or singer, your favorite classes, hobbies, talents, or skills. [NOTE TO TEACHER: Collect the cards adding one of your own. Read the cards to the class, and have students guess who is being described. Students who guess the person should explain why they knew it was that person.]
	Design a collage using photographs, words, or symbols to show the things you are interested in and like to do. Label the collage, "How I See Myself." [NOTE TO TEACHER: Display collages around the room and have students guess the person each describes.] Were your classmates able to identify you from your collage?
b. Individual needs	Look up the definition of a *need* and a *want* using the dictionary. Discuss and compare the difference between the two words.
	Discuss either in small groups or as a class: "Two things I really need are. . ." Did the individual needs vary or were they similar?
	Bring to class one item you think you need. Compare individual differences and discuss.
	Develop a list of wants and needs. Have each class member separate *wants* and *needs* and prioritize them. Why are some people's *needs* other people's *wants?*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Heredity and environment	Read a reference to gain an understanding of the terms *heredity* and *environment*. How would you define heredity? Environment?
	View a transparency on "Heredity and Environment." (See p. 333.) How do both influence you?
	Bring a family portrait to class. List characteristics that you have in common with another family member, such as blue eyes like Mom, slender build like Dad, nose like a brother, ears like a sister, etc.
	Discuss how heredity may influence an individual's personality. How have hereditary traits influenced your personality?
	List the physical characteristics members of your family have that you wished you had. Which ones do you have that you wished you didn't? Which physical characteristics shared by family members can be traced to your ancestors?
	Discuss how environment affects your personality, the things you are interested in, and your talents. Describe an important experience which has greatly influenced you (a fire, death, move, new job, etc.).
	Give examples of how the section of the country or the part of the city in which people live may influence their lives. List differences you have observed in different areas of the world or city, such as dress, speech, mannerisms, and activities. Give evidence of how interests and talents are different for families living in rural areas and those living in cities.
d. Individual differences	Bring your baby picture to class and display on a bulletin board titled: "Are We Really Different?" Look at the pictures and then guess in the class discussion who is who. Do you feel everyone is a unique individual? Why or why not?
	Imagine you are a car. What kind of car would you be and what type of people would own you? Describe what accessories you would have, how fast you could go, and what part of the world you would be driven in. Discuss answers in small groups. Compare your answers with others in the class. Do you find there are as many different answers as there are different people? What influences these individual differences? Name one characteristic that is uniquely yours.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Self-appreciation/ self-esteem	On one side of a sheet of paper, list the characteristics you like about yourself. Would you like to meet a person with these characteristics? View the transparency on "Self-esteem." (See p. 334.) What encourages self-esteem? What discourages it? Pretend you are a household item, such as the carpet, toothbrush, bedroom door, refrigerator, pet, or television set. Express verbally or write what the item might say about itself. What desirable characteristics did you name? Were there more positive charactersitics than negative? Why is it important that each individual feel like a worthwhile person?
2. Developing your own personality a. Definition of personality	Write three definitions of *personality* in your own words. Choose the one you like best and state why. [NOTE TO TEACHER: Webster defines: "(a) *Character* as a distinctive trait or quality; your pattern of behavior or personality; moral strength; good reputation; a description of the qualities of a person or type. (b) *Personality* as the quality or fact of being a person; the quality or fact of being a *particular* person; individuality; the sum of those qualities which impress others."] Review your definitions. Were any of the definitions for character traits rather than personality traits? Study a reference to clarify your understanding of personality characteristics. In your own words, state the meaning of personality characteristics. What are the personal characteristics most people like/dislike in another person? Divide into buzz groups and discuss annoying mannerisms you observe in others. Select a member of the group to report to the class the mannerisms discussed. Discuss the following statement in class: "He/she has a great personality." What characteristics do class members consider important for a "great personality"? Why do others like to be around this person? Videotape the class in action and play back, pointing out mannerisms and characteristics of each student. Discuss how these reveal personality. Give examples of specific desirable and undesirable personality characteristics. Make a puppet from a small paper sack to illustrate your presentation. [NOTE TO TEACHER: A transparency on p. 335 lists some desirable personality traits. The following personality traits should give ideas for possible combinations of desirable and undesirable traits. Add others as needed.]

Desirable Traits	*Undesirable Traits*
Enthusiasm	Snobbishness
Energy, Vigor	Selfishness
Friendliness	Laziness
Cooperation	Disrespect
Tact	Impatience
Courtesy	Carelessness
Sincerity	Criticism
Sympathy	Unfairness
Adaptability	Cowardice
Generosity	Pretentiousness
Creativity	Stubbornness
Taste	Withdrawal
	Domination
	Crudeness

Write the word PERSONALITY, or your first and last name, vertically on the chalkboard. Beside each letter, write a word describing or defining personality, or your personality, which begins with that letter. Explain how your personality continues to grow throughout your life.

Plan a bulletin board entitled "It's Me!" Make a collage of pictures depicting your personality for the bulletin board. Ask several friends if they agree with you. How is your personality reflected in the impression you give to others?

Draw names and make a collage of the person whose name you drew. Display the collages. Can you find "yours"? Note differences between the way the person saw you and the way you see yourself.

b. Influences on personality

Make a list of things that you believe makes you act as you do. How is your personality influenced by your mom? Your dad? Your brothers and sisters? Your friends? Your teachers? Media? Money? Other factors that influence personality include: sex, body build, nutrition, disease, family composition, and accidents.

Describe how your personality relates to the personality of a person on a popular TV show. What kind of personality do you think the person has?

Plan a skit where students are good friends. One friend should have a harsh, hateful personality. Show how this friend can influence the other, who has a very cool, pleasant personality to become harsh and hateful, too. Ask classmates to discuss similar incidents which have influenced their personalities. How can you avoid adopting the bad personality traits of others?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Desirable personality traits	Write a paragraph describing the personality of the person you would like to be. Share with the class. What areas do you need to work on to achieve this personality? Save the paragraph and read it several months from now to see if you have changed any. Make posters depicting desirable personality traits. You can use drawings or magazine pictures for the poster. Discuss the personality traits you like in your friends. Do you possess the same traits? Pretend you are campaign manager for your best friend, who is running for Most Personable Student. Design posters, banners, or signs describing your friend's most desirable personality traits. Does your friend see himself or herself as you do? View the transparency "Polish Your Image." (See p. 336.) How can you improve the view others have of you? Create a mobile using a coat hanger, string, and paper. Title your mobile: "Dangling for a Good Personality." Using the string and paper, write words describing the personality you would like to have. These are personality goals to strive for.
d. Importance of attitudes and feelings	Study a reference to gain an understanding of the importance of your attitude. What are positive attitudes? Negative attitudes? Identify examples of positive and negative attitudes you observed today. Discuss the following statement: "A good attitude is important because. . ." Draw a comic strip with pictures and captions for your school newspaper. Your section will be titled "Feelings." Express in your cartoons a particular feeling that you feel right now. Why is liking yourself important to being happy? Plan a bulletin board titled: "Your Attitude is Showing." Bring photographs of yourself that show a particular attitude or feeling, and write a one- or two-sentence description of that picture. When you look at yourself honestly is this what you see?
3. Learning mature behavior a. Definition of maturity	Complete the statement: "Maturity is. . ." Compare your answer with those of classmates. How did your ideas differ, or were they similar?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss what the legal definition of *maturity* is. What is your parents' definition? Your peers'? Your own definition? Do they differ?
	Maturity and self-control go together. Describe the relationship between the two. Relate maturity to accepting responsibilities, being dependable, keeping your temper, and standing up for your beliefs.
	Brainstorm and compile a list of words that you believe describe a mature person. How can making your own decisions be an indication of your maturity?
	Compare your mom and dad to yourself or to a brother or sister. In what ways are you or your brothers and sisters different from your parents? What makes your parents appear more mature? What traits do they have that make you feel they are really mature? Is there a certain age when you become mature? Give reasons for your answers.
b. Characteristics of a mature person	Invite the school principal or school counselor to speak on the characteristics of a mature person. How is controlling your own actions a sign of maturity?
	Cut out magazine pictures that you believe show emotional or physical characteristics of a mature person. Tell your classmates why you think these people are emotionally and physically mature. Do they agree with you? Why or why not?
c. Types of maturity	Differentiate between mental, emotional, social, and physical maturity. Give examples of each type of maturity. Discuss how people can be mature in one way, but not in another.
	Develop an individual check list for each type of maturity. Rate yourself on your check list and then on a friend's check list. Do you feel you are mature all of the time, part of the time, or most of the time? Explain. When are you a child? A parent? An adult? What areas do you need to work on as you strive for maturity?
d. Mature responses	Write a summary of what maturity means to you. Explain the different types of maturity and define what they mean.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss with classmates how maturity develops. What helps you to develop maturity?
	Divide into small groups and role play how to respond to a difficult situation in a mature way. Present the role play to the rest of the class. Discuss why it is often hard to make mature decisions. [NOTE TO TEACHER: Role plays could be similar to the following: Betty's parents are away for the weekend. Betty and her friend Jane are watching TV when the doorbell rings. Their boyfriends are at the door. Betty knows her parents would not approve. Does Betty ask the boys to leave or let them stay and hope her parents don't find out?]
4. Improving yourself a. Evaluating personal qualities	Read several references to learn the importance of good grooming. Divide into small groups. Discuss and make a list of factors that should appear on a good grooming check list. [NOTE TO TEACHER: The young men could make a list of male grooming tips and the young women could make a list for females. Then have the young men and women make lists for each other.] How does good grooming change through the years? How does it never change?
	View a film on good grooming. For discussions after viewing the film, list comments on how appearance affects behavior. How does being well-groomed tell others that you like yourself?
	Watch models or fashion representatives from a department store demonstrate the importance of good grooming for young men and women: fashion clues, cosmetics, hair styling, manners, and wardrobe care. Why are neatness and grooming important to you? Does a large wardrobe assure being well-groomed? Why or why not?
	Show a transparency or use the opaque projector to show magazine pictures of a well-groomed young man and a well-groomed young woman. Point out all the features that make them well-groomed.
	Check your personal grooming habits with the good grooming check list. Note where improvement in grooming is indicated and develop a plan for improvement.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Evaluate your grooming habits, and keep a record of time spent on activities for one week. Look at the record to determine which areas need improvement and develop a plan for improvement. How will evaluating your personal qualities be a consistent part of your life?
	Study references to gain an understanding of the importance of posture and physical fitness. Discuss the following questions: How do posture and physical fitness affect the way you feel about yourself? Check your posture against the wall and state ways to improve your posture while standing, walking, and sitting. List possible reasons for poor posture. Discuss: Why should you strive to improve your posture?
	Watch a videotape of yourself in action in class. Do you have good posture? How can you improve?
	Discuss some conditions which might make it impossible to improve your posture. How might an exercise program help in these situations?
	Listen as a qualified resource person talks to the class on the importance of good nutritional habits and adequate exercise, sleep, and rest in maintaining physical fitness.
	Read a reference to learn ways of getting adequate exercise and of watching your weight. Make a list of reasons for an exercise program. State a plan that will help to improve your physical well-being. Should a doctor be consulted before starting a vigorous exercise program? Why?
	Watch a teacher or model demonstrate correct posture, and exercises which will improve and develop good posture. How do you plan to continue an exercise program at home?
	Practice posture exercises in class, such as sitting, standing, and walking. [NOTE TO TEACHER: Borrow as many mirrors as you can and place so students can see themselves. Give out a "Good Posture Award" at the end of the week.]
b. Developing self-assurance	Brainstorm to define the term *self-assurance.* Discuss the terms *self-assurance* and *self-confidence.* How do they relate to *self-esteem?* Check references.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Describe a person you feel is self-assured. Do you classmates describe a self-assured person in a smilar way?
	Write a story about yourself describing those things about yourself that are excellent and interesting. Focus on personality traits, feelings, and thoughts, rather than talents and skills.
	Analyze your personal self-assurance. Discuss some of the things about you which cannot be changed and which you should accept. Discuss the things that can be changed. What is meant by *acting natural*? What is meant by *accepting yourself as you are*? How can you work toward developing more self-assurance? How can you communicate self-assurance?
	Define *personal resources*. What are they? How can you use them to enhance yourself? View the transparency on p. 337 for ideas.
c. Accepting responsibility for your behavior	Listen to class members who have served in a leadership capacity discuss the types of responsibilities they assumed. The leader will share with the class some of the decisions made and their outcomes. What were some of the ways people treated similar situations differently? Why?
	Determine the responsibilities you have at home, school, work, in organizations and other activities. What are the consequences of avoiding certain responsibilities? Discuss the outcome of not achieving family expectations. How is accepting responsibility for your behavior related to maturity? State how you plan to accept more responsibility for your behavior.
	View the transparency on "Developmental Tasks of a Young Person." (See p. 338.) What tasks have you not yet assumed? Why not?
d. Developing values, goals, and standards	Read a reference to gain an understanding of the terms: values, goals, and standards. How would you define *values? Goals? Standards?* A transparency on "Values" is on p. 339.
	Participate in a discussion on such questions as: Where do we get our values? Can values be changed? Should people impose their values on others? What do you

think are the major values in your family? How might these values be changing? How do values relate to your life style? How have your values changed in the past three years? What are some standards that we use every day? What is meant by short-term goals? Long-term goals? How are values related to goals?

Summarize a list of your values and explain why you believe these are your values. In round-robin fashion, list values on the chalkboard. How do values vary among people? Would you be able to rank your values in the order of their importance? Why is this difficult to do?

Select a value that you have in common with your classmates and write your goals that stem from this value. Exchange papers with your classmates to find out many ways the same value was interpreted. Write a summary identifying individual differences in interpreting the same value.

Write three long-term goals and three short-term goals you want to reach because of values that are important to you. Write three long-term goals and three-short term goals that you may have in five years. How do your values affect your goals? What standards influenced your values and your goals? What are you doing now to reach present goals? What are you doing to reach future goals?

e. Developing and breaking habits

Brainstorm to define the word *habit*. Why is it hard to break a habit? Discuss how a person's habits can be assets. How can habits be helpful timesavers?

Draw a line down the center of a sheet of paper. On one side list your good habits and on the other side list your bad habits. Share ideas in class to discover common areas of agreement.

Work with a classmate to observe one another for one class period to identify mannerisms you may not be aware of. Examples: saying "well" before each sentence, saying "uh," tapping fingers, twirling hair. Share any mannerisms you identified.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into buzz groups to identify methods for developing good habits and breaking bad habits. [NOTE TO TEACHER: For this activity have the students use the habits which were identified earlier as common areas of agreement.] How can peer support help?
	Identify ways you can work to eliminate any mannerisms or irritating habits you may have. How can you be aware of the mannerism or habit? How can you reward yourself for avoiding the habit or mannerism? [NOTE TO TEACHER: Give a reward to students who break a habit during a specified period of time.]
f. Making the most of leisure time	Discuss reasons why people need leisure time activities. Interview parents, grandparents, or other adults to discover types of leisure activities they participated in as teenagers. Does a person's heredity and environment affect the choice of leisure activities? Discuss the differences of activities in the past and today.
	Conduct a survey of your community to discover recreational activities available for pre-teens and teenagers at little or no cost. Which kind of activities are most popular? Discuss the importance of leisure time. How can leisure time be misused? How can leisure time affect a person's self-esteem?

COMPETENCY: *Ability to contribute to positive group relationships*

TERMINAL PERFORMANCE OBJECTIVES: *Identify components of meaningful communication.*

Relate the effect of relationships within the family to future relationships with others.

Demonstrate sensitivity in dealing with friends.

Describe patterns of American dating.

Relate effective functioning within the community to personal development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Understanding and Getting Along with Others 1. The tools you need a. Communication	View a filmstrip showing the differences between verbal and nonverbal communication. Describe verbal communication. Describe nonverbal communication. List all types of communication you have used since waking up today. Put a "V" by all communication that was verbal and an "N" for all communication that was nonverbal. Compare your list with classmates and discuss. Brainstorm to discover the types of nonverbal communication that are used in place of verbal communication. Check references for ideas. Role play situations where nonverbal communication is used, to say, "No, I don't want to." "I'm tired." "I'm hungry." "I'm not interested." "Don't mess with me; I'm mad." "I like you." "I don't like you." Debate the following: "You can learn specific skills to communicate well." vs. " You are born with the knowledge of how to communicate." Discuss the importance of communication in getting along with others. (See transparency on p. 340.)
b. Empathy	Look up the definition of *empathy* in the dictionary and read it to the class. How would you define empathy in your own words? Participate in a puppet show on situations where one person emphathizes with another. How does empathy help you to get along with others?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a film with the sound turned off where several emotional feelings are displayed. Write a paragraph on what you think the people thought and felt. View the film again with the sound turned on. Discuss the differences between the perceived feelings and the actual feelings that were portrayed. Discuss situations where you received empathy from a friend.
c. Respect	Read a reference to gain an understanding of the term *respect*. Share your findings with classmates. Define *respect*. Why do you respect some people but not others? Give examples of people whom you respect and explain what they do that creates that feeling you have toward them.
	View the transparency "Harmonious Relationships." (See p. 341.) How does respect figure in each of these factors?
	Cite symbols we should respect, such as street lights, speed limit signs, and no trespassing signs. Why do some people not respect them? What happens when they are not respected?
	Role play situations where a teenager shows respect to another teenager. Also role play situations where respect was not given. Contrast your behavior around a person you really respect with your behavior around someone you don't respect. Do teenagers' signs of respect differ from adults'? How could this result in problems?
	Submit anonymous experiences when you went to an adult for help and was let down. Are there any common patterns or factors at work?
2. Your family a. Parents/stepparents	Discuss a television show which gives evidence of common conflicts between children, between parent and child, and between stepparent and child. Also discuss a television show which shows good family relationships.
	Relate personal situations, involving parents, stepparents, or guardians, of conflicts in the family. Compare the differences and similarities between relating to a parent and a stepparent.
	Discuss how misunderstandings between children and their parents occur. When is the problem poor communication? What communication problems occur between parents and children? How can they be solved?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss your expectations for your parents. Do your expectations for your parents match the parents you really have? How can problems result? Discuss what factors result in good family relationships.
b. Siblings	Divide into groups. List on large sheets of butcher paper the advantages and disadvantages of having a brother or sister. Display on walls and have one person from each group interpret to the class what is written on the sheet. Research information on famous stories of brothers or sisters, such as the relationship between the Dimaggio brothers, John and Robert Kennedy, Orville and Wilbur Wright, or the Brontë sisters. Report your findings to the class. Divide into small groups. Write a skit where there is a conflict between siblings concerning such issues as granting privacy by not entering when the bedroom door is shut, sharing the use of the telephone, deciding what show to watch on television, or dividing household chores. Be sure to include a workable solution to the problem where better understanding with others is achieved. Present the sheets to classmates. Discuss other solutions your classmates suggest. List the advantages of having your own room. What advantages are there in sharing a room, a telephone, etc.? How can sharing become easier and more enjoyable?
c. Others	Give examples of problems young people may have with other family members. Tape three large sheets of butcher paper to the floor in different locations of the room. Label one PARENTS, one SIBLINGS, and one OTHERS. Other family members might include the spouse of an older brother or sister, cousins, aunts, uncles, grandparents. Have students move freely around the room and write under the appropriate title some typical problems young people have with different members of the family. Discuss problems listed and brainstorm to discover possible solutions. What can you do to improve family relationships?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into groups of five people. Play "Password" by having one person be the host or moderator, two people give the clues, and the other two receive the clues and try to guess the secret word. Make it very clear that one word clues should be given to guess the secret word. All words will relate to getting along with others. Examples are: Cooperation, Respect, Affection, Sharing, Courtesy, Responsibility, Privacy, and Trust.
d. Family activities	Think about the happiest family you know. What do you think *home* means to the family you described? What does *home* mean to you? List qualities and characteristics of the happy family that could be carried into your family. How do the members of the family avoid conflicts? Bring photographs, pictures, postcards, or advertisements depicting places and activities of your family. Describe situations and discuss your likes and dislikes of the activity. What are your responsibilities to your family? Read *Cheaper by the Dozen*, by Frank G. Gilbreth and Ernestine G. Carey, or any of the books by Laura Ingalls Wilder. List the activities the family members did together and enjoyed together. How does the life style of the family compare with today's family? Compare the family where members support each other and share their problems and joys, with the family who rushes through home activities using their home as a place for eating, sleeping, and changing clothes.
3. Your friends a. Values of friendship	Brainstorm to define *friendship*. What does friendship mean to you? Give examples of what you value in a friendship. Make a "Friendship" poster and list all the things you consider in choosing a friend. What makes a true friend? Do you and your friends value the same things in a friendship? Explain. Interview older adults to find out the major things they value in a friendship. Why are these values important to them? How are the things you value in a friendship similar or different from the friendship values of the older adult? Report your findings to the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss how your values determine your friendships. View the transparency on p. 342. What kind of friend are you? [NOTE TO TEACHER: A "Mold" tries to shape a friend's throughts. A "Brush" brushes friends off when the going gets rough. A "Sponge" takes but never gives. A "Strainer" strains faults. A "Measurer" measures friends by money and possessions. A "Scoop" scoops up all the gossip.
b. Responsibilities of friendship	Watch a TV show that depicts young teens as close friends. List responsibilities vital to a good friendship. Compare your list with those of classmates.
	Divide into small groups. Plan a puppet show and work with your teacher to develop a script expressing the responsibilities involved in a friendship. Present the show to the class or another class and discuss the information given.
	Plan a bulletin board titled, "Being A Friend." Draw cartoons to depict the stages of friendship. Write captions to the cartoons. Make them large enough to be seen easily. Use references as needed.
c. Importance of communication	Discuss the importance of good communication in getting along with your friends. What might be the end result if you did not communicate?
	Role play the importance of good communication in getting along with your friends. You and your best friend had a fight and you left the scene very angry. Using pantomime, try to explain to your friend why you were so upset and what you both must do to make up for it. Do you realize the importance of communication in building and maintaining friendships?
	Listen to records or tapes. Participate in a class discussion to decide if the person is sending the message to a friend or spouse. What message is being relayed? Is it a happy or sad message?
d. Making new friends	Discuss the problems arising from parental disapproval of some of your friends. Why do your parents disapprove of some of your friends? What should be considered in making new friends?
	Make a list of ways to meet new friends. Did your list include participating in social or club activities? Taking a class together? Sharing a hobby? Volunteering to help the person? Having a party?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View the transparency on p. 343. How can you get in the "social swing"?
e. Popularity	Brainstorm to identify characteristics found generally in a popular person. Discuss the question: "What makes a person popular?"
4. Your dates a. Types of dating	View a transparency and read textbooks. (See p. 344.) Make a list of the different types of dating. Under each, list advantages and disadvantages of each. Discuss the different types of dates with your classmates.
	Draw or collect cartoons depicting different dating situations. If students write their own, make them large enough for display. Then, plan a bulletin board using all the cartoons.
	Write a description of qualities you would like a date to have. Work in groups to compare the qualities desired. Were there any differences in the qualities listed? Were there any differences of opinion between boys and girls?
b. Age for dating	Invite a panel of adults to discuss the question: "When is a boy or girl ready to date?" Should the age for starting to date vary? What signs do parents look for in deciding if their child is ready to date? Does ethnic background affect a parent's view? How might parents past experiences affect their decisions?
	Write a paragraph on what age you consider appropriate to begin dating. Why do you consider this a good age? When have you been told you can date? Or, if you are already dating, do you have special restrictions or conditons until you are a certain age? Share your paper with the class for discussion.
c. Behavior codes	View films or filmstrips on dating etiquette and/or behavior. From the films, compile an individual list of do's and don'ts for dating behavior.
	Plan a bulletin board titled: "Do's and Don'ts of Dating." Divide the board in half and make large posters or flannel boards listing the "do's" on one side and "don'ts" on the other.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into two groups—female and male. Have the boys write a dating code for girls and the girls write a dating code for boys. Discuss similarities and differences. Develop a common code for dating for both sexes.
	View the transparencies on pp. 345-348. Discuss the qualities of a good date shown.
	Listen to a school counselor speak to the class on dating behavior. Prior to the visit, write questions you want answered anonymously. Place the questions in a box. Give this box of questions in advance to the guest speaker for guidance.
	Discuss the consequences of drinking alcoholic beverages, smoking tobacco, and using drugs on dates. What would most dates do in this situation? What would you do?
	Work in groups to identify conflicts young people may encounter in determining appropriate dating behavior. Use references to obtain information on possible consequences of dating behavior, and ways to handle various situations. Share your findings with the class.
d. Infatuation vs. love	Read a reference to gain a better understanding of *infatuation* and *love*. Share your findings with classmates. [NOTE TO TEACHER: You can demonstrate the difference in infatuation and love by dropping an Alka-seltzer in a glass of water. This is like infatuation; it fizzes strongly for a while but finally "fizzes out." Love goes on and on and never loses its "fizz."]
	Cut a strip of butcher paper and tape to the chalkboard or the wall. Divide in half and label at the top: INFATUATION/LOVE. Under each category, list characteristics of a person who is infatuated and a person who is in love. Refer to textbooks for a complete list.
	View a transparency on the differences between infatuation, love, and physical attraction. (See p. 349.)
	Discuss whether *love* is something you say or do. Do words and actions of love ever conflict?
	Discuss: "If *love* means accepting the other person as she or he is, does that mean I will never dislike them or find fault with them?"

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Problems associated with dating	Identify problems associated with dating. Watch a TV show that depicts school-age dating couples. What are some of the problems they encounter? How do they handle these problems? How would you handle them? Discuss other possible solutions with classmates. Read magazine articles related to dating. Describe and discuss some of the problems associated with dating. Do different problems occur at different ages? Discuss as a class the pros and cons of dating. List on the chalkboard. Make posters or a collage of magazine pictures showing some of the problems that are associated with dating. How could these problems be avoided?
5. Your community a. Roles in community living	Discuss how the services you perform in your community help you to understand and get along with others. What kind of community services have you participated in? List opportunities available in your community for a young person to become involved in some type of community service. Look in the local paper to find where volunteers are needed. Check with charitable organizations, hospitals, Scout groups, and school counselors for community service projects suitable for your age group. [NOTE TO TEACHER: Explain "secret grandparent" letters and have students volunteer for projects where this is done.] Brainstorm to discover ways in which class members could be of service to elderly, handicapped, or lonely people in the community.
b. Respect for occupations	Name all the occupations in the community that you can think of as your teacher writes them on the chalkboard. With your classmates stand in the middle of the room. As your teacher names each occupation, students that respect and look up to the people in that occupation move to one side of the room. Explain your feelings about the occupation and meet back in the middle of the room for the next occupation. What influences an individual's respect for an occupation? How do the feelings of your classmates vary?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Describe what kind of occupation you would like to be in when you get older. Complete the following open-ended sentences: "When I was five, I wanted to be a __________. Now that I am older and more knowledgeable, I want to become a __________." Discuss with classmates why you prefer a particular occupation.
	Bring newspaper and magazine pictures to class that depict an occupation you respect. Talk about the occupation and explain your feelings to your classmates.
c. Acceptance of cultures	Identify ways cultural differences are visible in your community, such as the types of restaurants (German, Mexican, Greek), languages spoken, types of attire, and mannerisms. Discuss how the different cultures found in your community can help you in understanding and getting along with others.
	If several cultures are represented in the class, have a day to celebrate the ethnic differences. Wear clothes typical for the ethnic groups. Eat foods typical for the ethnic groups. Play ethnic music. Discuss the differences.

COMPETENCY: *Ability to gain social acceptance*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze factors related to social acceptance.*

Accept responsibility for using proper etiquette and good manners.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Gaining Social Acceptance 1. Planning for special occasions	Brainstorm to identify all details that must be considered in planning a special occasion. What are factors to consider when planning a special occasion? Bring photographs, or magazine and newspaper pictures to class of special occasions in order to show different ideas for a special occasion. Share your ideas with the class.
2. Responsibilities of host and hostess	Listen to a restaurant manager, caterer, or professional party planner speak to the class on the roles and responsibilities of a host/hostess. What personal qualities or characteristics do the host or hostess need? Are any special skills required? Where do the hostess/host sit in a normal seating arrangement? Who greets the guests? Who takes the coats and other wraps? Discuss the duties of a host/hostess.
3. Types of invitations	Brainstorm to list types of invitations, both oral and written. Identify the occasions for which each type of invitation should be used. Check references. Study an etiquette book to learn about the etiquette of sending invitations for special occasions. Is it proper to extend oral invitations or are written invitations necessary? What are the best types of invitations for special occasions? Make invitations for a party or public event. What information must be included? How can an invitation fit a theme? [NOTE TO TEACHER: Invitations can be prepared as a group project for a school or class function.]
4. Accepting invitations	Refer to reference books on etiquette and discuss as a class the importance of answering invitations whether you are accepting or declining. How do you accept an invitation? How do you decline an invitation? Plan skits or role plays on accepting properly an invitation extended in person or by phone. Practice this exercise to overcome any awkward feelings you may have.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
5. Planning refreshments, decorations, and games	Look at magazines to get ideas for refreshments, decorations, colors, and entertainment for a party. Discuss your findings with classmates. Divide into two groups and plan a party. Include ideas for foods, colors, decorating, styles of service, etc. Present your plan for a party to your classmates. If possible include pictures, colors, decorating ideas, and sketches. As a class choose the best two or a combination of two or more, and execute the party as a class project. [NOTE TO TEACHER: Have Group I serve and execute the party and Group II act as guests. Then, let the groups trade roles and have the second party.] Make a poster listing everything you need to purchase for the special party. Also make a poster showing decorating duties, entertainment, etc. Break down each duty and assign to an individual. Post the duty sheet on the wall for everyone to see. Duplicate copies for future reference of duties. Design a bulletin board on all aspects of planning a special occasion. Include pictures and information on invitations, manners, planning, responsibilities, etc. Visit the library and find books on games for parties. Plan a couple of games for parties and let class members participate in the games. What games are appropriate when guests do not know each other well? Are all girls? Are all boys? Are both male and female? Are dating couples? Include both adults and young people? Collect recipes and compile a small booklet of refreshments for social events. Each student could bring one recipe for the booklet.
6. Introductions	Read a reference to learn the proper way to introduce a person. Practice making proper introductions for various situations. Plan a puppet show for class members on how to introduce a husband and wife, doctors, teachers, etc.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
7. Responsibilities of a good guest a. R.S.V.P.	Define *R.S.V.P.* Research the French words and definition by using either resources in the library or the school French teacher. Discuss what situations call for a response to the invitations. What does the wording—*R.S.V.P.: Regrets only*—mean on an invitation? Brainstorm to gain a better understanding of the importance of responding to an invitation.
b. Manners	Listen to a panel of adults speak on proper manners and expectations when visiting other homes. What manners for visiting did they mention?
c. Thank you's	Discuss the importance of writing thank you's. How soon should a thank you be written? Should you always use a purchased thank you card? Why or why not? Write a thank you note for some type of occasion or gift. Discuss what should be included in the note and when it should be sent. Discuss how to write a thank you note for something you didn't enjoy.
d. Packing hints	List items that should be packed when traveling, such as shampoo, toothpaste and toothbrush, and clothing. Why should a guest take these items with them when visiting friends or relatives? How does packing needed items relate to good manners and proper etiquette? Study references for packing hints. If you cannot find information, write for pamphlets from a luggage manufacturer or travel agency. Report findings to class. Listen to someone in the community who travels quite frequently speak on and demonstrate good packing techniques. [NOTE TO TEACHER: You could bring a suitcase packed for a trip and demonstrate various packing techniques.] Divide into small groups and write a skit about a guest who has arrived totally unprepared, and show the effects. Present your skit to the class.
e. Travel safety	Listen to a person from the Texas Department of Public Safety speak on self-defense on the road and basic travel safety tips. Discuss the dangers of hitchhiking. What do you consider the most important factor for safe traveling? Call the local bus station, train station, or airport to obtain information on travel safety. What precautions should you take for your personal safety? For the safety of your belongings?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
8. Manners at home and in public	List other phrases in addition to phrases such as "thank you," "please," and "excuse me" which show concern and appreciation for others. Explain the importance of good manners at home and in public. Why are good manners at home as important or more important than good manners in public? Participate in a panel discussion on your likes and dislikes of: manners on a date, manners over the phone, manners at parties, manners in the classroom, manners at group meetings, and manners at the table. Have you been guilty of being rude or demonstrating bad manners on these occasions? How can you improve your manners? Research in groups proper etiquette at home and in public. Either report findings orally to the class or role play a situation depicting what you learned.
9. Telephone manners	View a film on proper telephone manners. How do voice-to-voice and face-to-face conversations differ? How can you improve your telephone manners? [NOTE TO TEACHER: The telephone company in your town has kits that teach students proper ways to answer the phone, how to converse, what information should not be given over the phone, and how to handle prank phone calls.] Look at a transparency to summarize the guidelines for a successful telephone personality. (See p. 350.) Role play situations where proper and improper telephone manners are displayed. Discuss possible outcomes of both.

COMPETENCY: *Ability to relate human relations skills to job performance*

TERMINAL PERFORMANCE OBJECTIVES: *Determine ways to practice human relations skills through community service and part-time jobs.*

Relate practice to development of human relations job skills.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Relating Human Relations Skills to Jobs 1. Community service	Brainstorm to define what is meant by *human relations skills.* Check references. Give examples of human relations skills that should be practiced by employees. List the qualities of a *good sport.* Divide into small groups and discuss the following: (1) the attitudes and behavior of adults at sports activities, (2) the attitudes and behavior of the players, (3) how the following statement applies to your property and the rights of others–"Do unto others as you would have them do unto you", and (4) how developing good habits in the use and care of other people's property can relate to using public facilities, such as public restrooms, the school library, church buildings, parks. Summarize how these topics are related to good human relations skills. Have a spokesperson from your group share the ideas with other groups. Listen to students who work as library aides or student assistants discuss their roles and responsibilities. Name the human relations skills they are practicing. How can practicing good human relations skills now help you become a better employee later? Divide into committee groups. Choose a group assignment, such as developing a dress and grooming code for a school organization or an athletic group. Develop visual aids consisting of uniform choices, care of uniforms, guidelines for wearing, and personal grooming. Share your project ideas with class members. Discuss the influence of appearance and behavior on achieving organizational goals. Volunteer to work in a day care center, a hospital, etc. Discuss the responsibilities you must assume in order to be a good worker.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play a situation illustrating the attitude and behavior of someone in a community or school organization who insists on always having her or his own way. Share with the class your feelings about a person who can't work cooperatively with a group. Discuss the effect of a noncooperative attitude on other areas of life, such as your role as a family member, a student, or a member of community organizations. Role play the same scene in a cooperative manner. What changes occurred? Write a paragraph expressing how you would feel if the member of your Boy Scouts or Girl Scouts troop who was responsible for conducting a meeting did not show up.
2. Part-time job	Write an advertisement for yourself describing the qualities you possess for a part-time job. What human relations skills did you include? Babysit, mow lawns, or accept the responsibility of a newspaper carrier for a week. Share with your classmates what you learned about practicing human relations skills on a job. Examine the want-ad section of the local paper to locate the job opportunities for part-time work. What human relations skills would be needed for these jobs?

COMPETENCY: *Ability to analyze career and job opportunities*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze career ladders in the field of family service.*

Determine personal qualities and educational preparation necessary for employment in family service careers.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
E. Exploring Careers in Family Service 1. Career ladders	Listen to a home economics teacher or school counselor explain career ladders for family service careers. Were you aware of these opportunities? Identify other careers in which you would work with families.
	Study the *Dictionary of Occupational Titles* to identify tasks performed by employees in careers related to family service. What similarities did you observe among different family service jobs? What differences did you observe? What skills can you gain in family living courses which would be needed in these jobs? What other courses would be helpful?
2. Qualities needed	Write a letter of application for a family service job. Describe the qualities you possess that would make you good at working with families.
	View a film or filmstrip related to the qualities needed for specific family service careers. Which qualities are needed for most family service jobs?
	Identify other careers in which these qualities are needed. Do these careers require working with families? With individuals?
3. Educational requirements	Research in the *Occupational Outlook Handbook* or school library to discover the educational requirements for a career related to family service. Explain to your classmates the educational requirements needed for the career.
	Interview a student or teacher-coordinator involved in a family services job. What personal qualities are needed for the job? What changes in yourself do you need to consider?
	Listen to a family counselor explain educational requirements for family service careers. What high school courses would be beneficial to a person interested in a family service career? What are the educational requirements for the career you researched?
4. Employment outlook	Research family service job possibilities for the next ten years. Share with your classmates what you learned about the future of the family service career you researched.

HOMEMAKING I

COMPETENCY: *Ability to achieve developmental tasks of young persons*

TERMINAL PERFORMANCE OBJECTIVES: *Outline developmental tasks of young persons.*

Develop a value system.

Analyze own character development.

Examine ways to develop and maintain mental health.

Analyze possible adjustments to frustration.

Analyze the functions of defense mechanisms in maintaining mental health and well-being.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Moving Toward Adulthood 1. Developmental tasks of young persons a. Achieving new and more mature relations with age-mates of both sexes	List factors which contribute to self-assurance, such as: communications, personal appearance, friendship, peers, good manners, dating experiences, responsibilities, characteristics, habits, abilities, recreational pursuits, and attitudes. What changes are occurring in your relationships with age-mates of the same sex? Of the opposite sex? How does self-assurance affect your relationships with others your own age? Relate self-assurance to achieving maturity. Discuss responsibilities people have to one another. Relate this responsibility to malicious gossip, teasing, shunning, fun-making, etc. How do responsibilities such as these affect your maturity? List different groups in which you participate. Beside each group on the list explain your feelings when you are in that group, such as: inferior, leader, worker, follower, etc. What factors contribute to your feelings about yourself within each group? Discuss ways groups influence an individual's behavior. Discuss why the same individual may behave differently in different groups. Are you consistent in the way you treat your friends? What are the reasons for your consistency or inconsistency in behavior?
b. Achieving a masculine or feminine social role	View a film or filmstrip on physical or psychological characteristics of men and women. How do they differ? Summarize the differences between male and female roles in today's society. How have male and female roles changed in the past few years? [NOTE TO TEACHER: Transparencies on pp. 351-352 can lend to the discussion.]

Write a paragraph on your plans for achieving more mature relationships with age-mates of both sexes.

b. Achieving a masculine or feminine social role

View a film or filmstrip on physical or psychological characteristics of men and women. How do they differ? Summarize the differences between male and female roles in today's society. How have male and female roles changed in the past few years? [NOTE TO TEACHER: Transparencies on pp. 351-352 can lend to the discussion.]

Try the following activities to observe differences in males and females. (a) Look at your fingernails. [NOTE TO TEACHER: Males usually fist their hands and turn their fingers toward them; females usually hold their hands out with fingers extended.] (b) Thread a needle. [NOTE TO TEACHER: Females usually hold the needle and put the thread to the needle; males usually hold the thread and bring the needle to the thread.] (c) Carry two or three books. [NOTE TO TEACHER: A female usually carries books in her arm over her stomach; a male usually carries books in a hanging hand.] (d) Have a female student stand against the wall; step out two feet; and turn facing the wall. Place a low stool or chair between the student and the wall. Have the student bend over and put head against the wall. The student should then reach down, pick up the stool or chair by the seat, and stand up. Have a male student repeat this activity. [NOTE TO TEACHER: As a general rule, the female stands but the male cannot stand without bending his knees because of a different body build.] (e) Throw a ball. [NOTE TO TEACHER: Females throw a ball differently from males because their shoulders are hinged differently.] Discuss whether these differences are learned or physiological. How do biological differences contribute to a difference in males and females? How are masculinity and femininity two overlapping edges of a continuum of behavior?

Divide males and females into groups. Have the males make a list of masculine role characteristics. Have the females make a similar list of feminine role characteristics. Compare and discuss the lists as a group. Are the traits learned or inherited? Which traits were listed on both lists? Which characteristics are stereotypical of males? Of females? Do any characteristics traditionally associated with only males or only females apply to all members of that sex? Are some traits the same but referred to differently according to sex? Example: Males are "aggressive" but females are "pushy." How do cultural differences affect the roles of males and females?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Accepting your physique and using the body effectively	View filmstrips on physical maturation. Discuss the differences in growth rates of young males and females. Why should individuals accept their bodies without shame or guilt? Brainstorm to identify ways teenagers can learn to use their bodies more effectively. Examples: exercise, rest, nutrition, sports, or dance. Check with resource persons.
d. Achieving emotional independence from parents and other adults	Brainstorm to define the meaning of the *generation gap.* How is communication affected by the generation gap? Do all parents and children experience it? Why or why not? How can you improve communications between your parents, other adults, and yourself? Discuss: why it is important to see both sides of a question; why it is important to respect and accept older people as they are; the difference between becoming angry and losing your temper; and how making mature decisions and achieving emotional independence are related. Discuss as a class how you can achieve emotional independence from parents and other adults. Name the privileges that you now have because you showed your parents that you were a responsible teen. Think of a privilege you would like to have. What responsibilities could you assume which might help you gain this privilege? How does being a responsible teen help you achieve emotional independence from parents and other adults?
e. Achieving assurance of economic independence	Read a reference to gain a better understanding of economic independence. How can the judgment used in handling money as a teenager affect your handling money as an adult? Discuss whether adults should expect teenagers to contribute part of their earnings to family expenses. Discuss status spending by teenagers and by adults. Explain why you feel it is justified or never justified. Explain your personal responsibility in handling money. How have you contributed to your family's finances by assuming responsibilities? By taking care of supplies and property? By bringing in money through work? By using your talents to make clothing, food, furniture, etc.? In what ways have you shown responsibility in handling money? What effect did it have on you and your family? Has your family's confidence in your ability to handle money increased? How? Why? What did you do to increase their confidence in you?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a paper on how you are working toward economic independence. Include any changes you plan to make in your present spending habits and attitudes. How do you implement a saving plan? How do you help to stretch the family budget? Do you use part of your earnings for family expenses? What growth toward economic independence have you made over the past year?
	Make a spending plan for one week. Keep a record of your expenditures for one week. How does your actual spending compare to your *plans* for spending? Relate spending habits to your personal values and to basic needs.
f. Selecting and preparing for an occupation	State the importance of setting career goals. Interview several successful men and women from a variety of careers to obtain their views on career planning. Include a full-time homemaker in your interviews. Share your findings with classmates.
	Ask adults of various ages to compare the major occupational groups available when they were young with the types of careers of major importance today. Ask about occupational changes they have made in the span of their work years and differences in training available to them. Share your findings with classmates. Discuss how the implications and trends might affect the next generation of young people.
	Listen to a speaker from the state employment commission identify and discuss current employment trends in your area.
	Read about a career in a specified field in which you are interested. Summarize the talents, skills, training, and competencies required for the job in an oral report to the class. Why is it important for individuals to plan their careers?
g. Preparing for marriage and family life	Discuss ways present dating behavior affects future dating and marital success.
	View a filmstrip on behavioral codes. Draw conclusions as a class. Are you mature enough to accept the consequences of your behavior?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Participate in a panel discussion of the problem(s) of poor communication between boys and girls while dating.
	Give an oral report on a book pertaining to dating and moral standards for today's youth. Discuss possible consequences of losing emotional control.
h. Developing intellectual skills and concepts necessary for civic competence	Identify individual roles in community living. View a bulletin board with individuals in the center and various community agencies surrounding them. Use a double arrow to show interrelationships between the individual and the components of the community (school, church, library, clubs, hospitals, fire departments, law enforcement). How does understanding the individual in community living contribute to responsible citizenship?
	Draw conclusions about individual roles in the community. Listen to a panel of resource persons discuss limitations of the home in providing complete educational opportunities for children.
	Discuss how to relate individual citizenship responsibilities to the well-being of the community. [NOTE TO TEACHER: For FHA/HERO, invite a resource person to speak to the students on the basic responsibilities for caring and sharing in a democratic society and individual citizenship responsibilities. A suggested project for students would be to sponsor activities such as "Anti-Pollution Day" in the community or to encourage a community clean-up campaign.]
	Discuss questions such as the following: Why do some people develop negative attitudes toward their community? How can citizens develop pride in their community? How and why do community laws set limitations on individual behavior? What responsibilities do we have to abide by the law? What responsibilities do we have toward other community members?
	Study rules of parliamentary procedure. Practice using the rules in class and FHA/HERO meetings. How does knowing the rules of parliamentary procedure increase your civic competence? Why is it difficult to participate in an organization if you do not know the rules of parliamentary procedure?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to identify ways individuals can learn about local, state, and national laws. Why is "ignorance no excuse for not obeying the law"? How does knowing laws or knowing where to learn about laws increase your civic competence? List sources of information.
i. Desiring and achieving socially responsible behavior	Read a reference to gain a better understanding of the rights and privileges of others. Give examples of recent school events in which you felt there was an infringement on the rights of an individual or group. How could the situation have been prevented? Give personal examples of the times you have infringed on the rights of others. What were the results? How did these experiences give you a better understanding of responsible behavior? Discuss the saying: "My rights end at the end of my fist and the beginning of the other person's nose."
j. Acquiring a set of values and an ethical system as a guide to behavior	Define a *behavioral code.* How does it relate to the society and to the individual? Read articles to explain influences on behavioral codes in youth cultures. What has influenced the behavioral expectations for dating in our society? Discuss pressures on today's youth. Do you feel that there are unusual pressures on youth today? Do you feel that most young people have higher moral standards than they are given credit for? Support your answers. List 10 of your greatest wants. Ask three people who are 10 years, 25 years, and 50 years older than you what 10 things they wanted when they were teenagers. Compare the four lists. Write a paper on factors which have influenced your personal behavior code. Consider peers, parents, siblings, mores, TV, songs, magazines, books, etc. Compare with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Values a. Values defined	Study a reference to define values. In your own words state the meaning of values. What are values? Where do they come from? How and why do they change? What is the difference between a value and a fad? What is the difference between an inherent value and a socially ascribed value? How do people express their values? [NOTE TO TEACHER: A transparency on "Values" can be used in the discussion. (See p. 339.)] Explain in a written report what the term *values* means to you. Include a list of your values in the following areas: family life; education; citizenship; occupation; friendship; cultural, spiritual, and personal feelings; relationships. Explain why you believe these are your values. Who were important influences on these values? Can you rank your values in order of their importance? Why is this difficult to do? Are these the same values that were important to you three years ago? Which have changed? Why?
b. Potential values	Describe how you think your values may develop or change as you move toward adulthood. Give examples of values your parents have that you don't have. Do you think you will develop some of these values? Discuss why your values are similar or different. Discuss the values you wish to develop as an adult. Give examples of ways you can begin to develop these values now.
c. Developing values	Study resources to define the following terms: *values, goals, standards.* Give an example of each. Work in buzz groups to list factors such as: parents, peers, abilities, attitudes, needs, and personality characteristics which influence values, goals, and standards. Report to class. Explain ways of developing values. Divide into small groups and discuss the following questions: What are some day-to-day results of holding certain values and goals? How may values and goals influence your future? What will be the result if you hold values that are the same as those of your friends? How will understanding other people's values help you in your personal relationships? How do values determine goals and standards? Share your group's ideas with other groups.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to records, watch TV shows, read stories, or recall movies dramatizing values. Identify the values expressed. What influenced the people's values? How did their values influence their life styles? Explain any conflict in values.
	Discuss how ambivalence in values occurs. Would ambivalence cause confused feelings?
d. Personal values	Identify possessions that you value most. Pretend that your home is on fire and that you must leave quickly. You have time to take one or two possessions with you. Decide what you would take and why. Summarize by discussing what your selection may reveal about your personal values.
	View the transparency "The Decision-Making Process." (See p. 353.) How does this process make your identification and application of values easier?
	Read several resources to gain a better understanding of how goals are planned. What is meant by long-term goals? By short-term goals? How do your values relate to your goals?
	Discuss the following statement: "What we value, we must choose, then cherish, then act on."
	Present long-term and short-term goals you want to reach because of values that are important to you. Work in small groups to decide which goals would be short-term and which would be long-term. Listen to all groups report their decisions concerning short-term and long-term goals. Do all groups agree? Why or why not? A possible list of goals might include: a new dress or suit for a special occasion, a new car, a tape deck, a record album or tape, a college education, Western boots, passing grades on semester exams, a summer vacation or ski trip.
	Keep a record of your money expenditures for a period of two weeks. Study your record in terms of your values and goals. How did the results relate to your values and goals? Do your present spending habits appear to help or hinder you in reaching your goals? What changes would you make?
	Write an editorial for the school newspaper on the relationship between values and goals.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Character development a. Character defined	Brainstorm to define *character*. [NOTE TO TEACHER: The definition should include internal factors such as motivation and intent as major determinants of character, as well as other factors. *The Psychology of Character Development* by Peck and Havighurst is a crucial reference.] Discuss the statement: "Character is what you are–not what you appear to be." List character traits. How does character differ from personality?
b. Patterns of character	List the character strengths of people you respect and trust. Why do you respect and trust these people? Do you try to develop these same character traits? List character traits of people you do not trust or respect. What can you do to avoid developing these traits? State the factors which influence character development. Discuss questions such as the following: What influences your character development? Friends? Peers? Parents? Religious training? Experiences? Teachers? How has each influenced your development?
c. Stages of character development	Divide into groups to research stages of development presented by Peck and Havighurst. Select a reporter to present findings to class. Compare and discuss. Is character development a conscious process? Why or why not? Role play situations in which your character is tested. How does character influence your behavior? What is the relationship between character and values? Examples: You get too much change. You find a purse in the locker room. You overhear a confidential conversation. What would you do in each situation? Participate in a play on teenage values. At what stage of character development is each player? What were their values? How did character influence their values? How does character affect values? What is responsibility?
d. Characteristics	Identify patterns of behavior that you find desirable and/or undesirable in a friend. Relate character to consistency in behavior. Why is consistency important?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss: If character is "what you are–not what you appear to be", how can you ever tell what a person's character is? Think of a person in the public eye that you admire. Choose from politicians, authors, entertainers, clergy, sports figures, etc. Tell the class why you admire this person. Be sure to describe personal traits of the person. You may want to bring clippings or articles that illustrate the specific characteristics of the person you admire. Read "My Most Unforgettable Character" in *Reader's Digest,* or a story from another book. Describe the characters and point out desirable or undesirable character traits.
e. Family influences on character development	Brainstorm to identify rules in your family which have caused you to develop desirable character traits. Describe how being trusted by adults can help develop honesty in a child. What other factors in a family lead to positive character development? Write a paper describing ways family members influence one another's character development. Share your thoughts with the class.
4. Mental health a. Mental health defined	Explore several references and write a definition of *mental health.* Compare your definition with those of classmates. View the transparency "Characteristics of a Mentally Healthy Person."(See p. 354.) Discuss how essential you feel each of the following are for good mental health: positive outlook toward life, a feeling that life is worthwhile, and that the future will be better.
b. Influences on mental health	Discuss the following elements of mental health: self-understanding, personal growth, and integration of personality. Identify basic physical and psychological needs of individuals which influence mental health. List in columns on the board the basic physical needs of humans, such as: food, clothing, shelter, and air. Also list the basic psychological needs of humans, such as affection, new experiences, success, and companionship. [NOTE TO TEACHER: A transparency on "Basic Needs" gives some ideas. (See p. 355.)

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Collect advertisements from magazines. Indicate how they appeal to basic psychological and physical needs. List needs appealed to by advertisers. Write a report of an incident you observed in a grocery store, a movie theater, or another public place where you saw basic needs being met. Identify what basic needs you believe the person(s) to be meeting in the incident. Share your report with classmates. Write a skit depicting how people meet their basic needs; then act it out in class. Write and exchange case studies of different types of interaction between people, such as: caring, sharing, cooperating, rejecting, hurting, punishing. Discuss what basic needs their actions seem to be fulfilling.
c. Developing mental health	Compile a list of specific clues in developing mental health. [NOTE TO TEACHER: Be sure students include: (a) Enjoy the things you do. (b) Accept yourself and others. (c) Learn to deal with frustrations. (d) Recognize the importance of proper use of leisure time. (e) Accept things that cannot be changed.] View the transparency, "Myths of Happiness." (See p. 356.) What misconceptions of happiness does our society have?
d. Maintaining mental health	View the transparency, "Characteristics of the Self-Actualizing Person." (See p. 357.) Is a self-actualizing person a mentally healthy one? Explain. In what ways are you self-actualizing? [NOTE TO TEACHER: For a more complete discussion of self-actualization and peak experiences, check Abraham Maslow's *Toward a Psychology of Being.*] Keep a record of how many times you lost your temper during a week. Also record when you could have lost your temper but didn't. Turn this in for a chance at a valuable door prize. [NOTE TO TEACHER: Prizes could be peanuts or raisins. Surprise your students.] Name other ways you can work toward maintaining mental health. How does physical health relate to mental health?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Serious maladjustments	Discussion maladjustments that could affect a person's mental health. Give examples of behaviors people might exhibit if they have serious problems in adjusting to a difficulty in everyday life, such as rejection from peers, or failure to find a job.
5. Adjustments to conflict a. Causes of conflict	Brainstorm to identify factors which can lead to conflict. Compare factors identified with those in related references.
b. Types of conflict	Give examples of conflict situations. Discuss these situations and possible solutions in class.
c. Dealing with conflict	Work in small groups and compile a list of "Ways to Deal with Conflict." Share these lists with the class for discussion.
	Give examples of conflicts you have faced and explain to the class how you dealt with these conflicts.
	Contribute to a class collection of news clippings, articles, or columns which show mature and immature responses to various situations. Make a list of personal assets and limitations related to the responses.
d. Frustration tolerance	Explain the importance of tolerating frustration. Discuss: "The development of a capacity to tolerate frustration is a necessary part of the attainment of personal and social effectiveness."
e. Positive value of conflict and frustration	List ways that conflict and frustration have positive value. Why is it considered a prerequisite for learning and for psychological growth?
6. Defense mechanisms a. Defense mechanisms defined	View cartoons which exemplify various defense mechanisms. Define and explain the function of these mechanisms.
	Illustrate uses of defense mechanisms. Construct a bulletin board of magazine pictures of people which show the use of defense mechanisms, such as: repression, daydreaming, compensation, regression, rationalization, withdrawal, etc.
	Read case studies and identify defense mechanisms in evidence. Do your classmates agree with you?

CONCEPTS	LEARNING AND EVALUTION EXPERIENCES
b. Functions of defense mechanisms	Discuss ways in which we all need and use defense mechanisms daily to maintain our mental health and well-being. When do you use defense mechanisms? Why do you use defense mechanisms? Role play situations which show the use of defense mechanisms. Identify whether the use of each defense mechanism represented a mature or immature response. Compare characteristics of a mature person with characteristics of a mentally healthy person. How is maturity related to mental health?

COMPETENCY: *Ability to assess relationships with others*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze factors which influence relationships.

Clarify individual family roles.

Distinguish factors which influence relationships with peers.

Distinguish factors which influence relationships with children.

Distinguish factors which influence relationships with older adults.

Evaluate own roles in the community.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Changing Relationships with Others	List ways your attitude affects your success in relationships with others.
1. Influences on relationships	
a. Attitudes	Describe attitudes which have a positive effect on relationships with others.
	Role play situations which demonstrate a poor attitude, such as a teenager being late continually, failing to assume responsibility for household chores, or using family-shared equipment inappropriately. Discuss possible solutions for the problems resulting from the poor attitude. Repeat role play with a good attitude.
b. Communication	Define *communication*. List verbal and nonverbal ways in which people communicate. Why is communication important in developing interpersonal relationships?
	View the transparency on communication. (See p. 358.) What factors influence communication? In what ways can incorrect communication be given? How can a message be perceived incorrectly? Be misunderstood?
	View a filmstrip to show steps in improving communication skills.
	Collect magazine and newspaper pictures or cartoons to illustrate body language. Choose illustrations which include crossed arms, hands on hips, frown on face, clenched fist, etc. Work in groups to develop captions for the pictures which express the messages you feel are conveyed. Share pictures and captions with classmates. [NOTE TO TEACHER: A transparency, "Nonverbal Communication," is on p. 359.]

Listen to a taped message. Reconstruct the message you received either orally or written. Did you and your classmate receive the same message? Discuss the importance of listening for good communication.

Construct a simple design or line drawing from oral instructions. [NOTE TO TEACHER: Have a student volunteer to give oral instructions to the class in drawing the design. Class members may *not* ask questions during the directions, and no directions may be repeated.] Evaluate the results and list ways verbal communication can be improved. What frustrations did you experience?

Volunteer to work with a group of five or six students to demonstrate listening techniques. [NOTE TO TEACHER: One student whispers a story to second student while the other students wait on the opposite side of the room. The one who has heard the story whispers it to another, who in turn repeats it to another, and so on. The last student to hear the story repeats the story out loud.] Compare the beginning story with the final version, noting the differences between them. Using the exercise as a basis for discussion, identify listening techniques that might be used to improve communication. Repeat the exercise using the suggestions, and note improvements.

Read a newspaper or magazine article which explains skills in effective communications. Give a one-minute summary to the class. Have class members repeat what you have said. Evaluate their summaries and compare with your idea of what you thought you said.

Recall a time when you failed to listen to what was being said. What were the results of not listening? Identify reasons you did not listen. How does this relate to your relationships with others?

c. Conflict

Participate in a brainstorming session to develop a list of the types of conflict in interpersonal relationships. [NOTE TO TEACHER: A cartoon on the inevitability of conflict is on p. 360. Check references for the types of conflict.]

Interview several adults to learn what positive and negative relationships they had with their parents or other adults when they were children. Overall, were the experiences more positive or negative? Share your findings with the class. Follow by suggesting ways the conflict could have been resolved satisfactorily.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Review government documents which outline rights and privileges of citizens, such as the Bill of Rights and the amendments to the Constitution. Where do we obtain the foundation for our rights and privileges in America?
	Study the transparency, "Three Approaches to Resolving Conflicts." (See p. 361.) Give examples and role play situations to illustrate the three approaches.
2. Clarification of family roles	Define *role* as related to the family.
a. Stereotyping	Identify the traditional roles of family members. Compare these to contemporary roles of husband, wife, and children in the family. Use a tape recorder to record opinions on roles of various family members. Record persons of all ages to see how opinions compare. [NOTE TO TEACHER: Use the transparency, "What is a Homemaker?" as a springboard for discussion. (See p. 362.)]
	Watch a family show on television. Give examples of the role of each member in the family. Is each role based on stereotyped ideas?
	Collect cartoons illustrating stereotyped family roles. For each, try to find a cartoon depicting the opposite. Example: Wife washing dishes, husband and wife, or only husband washing dishes.
b. Conflict in role perception	Interview each member of your family to find out what roles and responsibilities each feels the other members have; compare the differenences in the answer of family members. What role conflicts occur? Example: Both husband and wife feel the other should take out the trash. How do role conflicts contribute to family stability? Instability? Family patterns? How are role conflicts influenced by family culture? Family heritage?
	Role play different conflicts that arise in families because of differences in role expectations of the family members. Discuss possible solutions to the situations. [NOTE TO TEACHER: Two cartoons illustrating the new roles of women, and the conflicts that arise are found on pp. 363-364.]
3. Changing relationships with peers a. Influences on behavior	Read a reference to gain a better understanding of peer groups. Define *peer group*.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Participate in a class discussion on, "How are friends and friendships related to positive feelings about yourself?" How do friends meet your needs? Give examples of ways your friends have influenced your own behavior in a positive or negative manner. Do teenagers try to change their personalities in order to be what others expect them to be? Why or why not? When would change be positive? When would change be negative?
	Listen to a panel discuss how the opposite sex influences your behavior. What are benefits of having friends of both sexes?
b. Influences on activities	Examine cases of juvenile deliquency which show how young people were influenced by friends. What price may you have to pay for popularity or for maintaining a friendship? Why?
	Discuss in buzz groups your activities. How are your activities different from those of two years ago?
c. Improving relationships with peers	Brainstorm to list reasons friendships break up. Discuss these reasons.
	Divide into two teams for a debate. Debate: "Friendships just happen" vs. "Friendships are developed." Describe factors which contribute to the development of friendships.
	Discuss responsibilities you have to friends. How far should you go in fulfilling these responsibilities? Should high school friendships be lifetime friendships? Why or why not? What are advantages and disadvantages of limiting the number of friends you have? [NOTE TO TEACHER: The transparency, "What Type Friend Are You?" can be used in discussion. (See p. 342.)]
	Discuss what qualities in people are important for developing friendships.
d. Group criteria for acceptance	Brainstorm to develop a definition of *popularity*. Compare class definitions to definitions from various references.
	Make a composite list of characteristics of popular persons. Would these characteristics contribute to popularity in all situations or groups?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Poll students in your school on the following questions: What influences your opinion of others? Popularity? Social status? Talents? Hobbies and interests? Economic position? Character? Their clothes? Their car?
4. Relating to children a. Attitudes toward children	Interview persons of various ages to learn more about attitudes toward children. Consider such questions as: Do you like children? Why or why not? How do you behave toward children? Do you show favoritism? Negative feelings? Have your feelings about children changed? How? Share your findings with the class and discuss.
b. Sources of conflict	List problems that you may have with younger brothers and/or sisters, with older brothers and/or sisters. Do your classmates have the same problems?
	Study references to identify factors which cause sister and brother conflicts. Report to class the suggestions that authorities make for solving such conflicts.
	Role play to illustrate and solve some of the problems you listed as sources of conflict with your brothers and/or sisters. Role play conclusions on how to resolve the family conflict.
	Write anonymous descriptions of parent-child conflicts on index cards. Drop the index cards in a box. As your teacher reads the descriptions, as a class play advice columnist and suggest solutions for each description of conflict. Use class notes in discussion.
c. Opportunities to relate to children	Visit a child care center or private day care center to observe interaction between children. Also search out community resources for exceptional children. Write a brief report on how children communicate with other children.
	Visit a Camp Fire or Scout meeting to interact with a group. Analyze what you observed.
	Respond to the following questions for self-evaluation: Have you realized that when a younger brother or sister takes something of yours, he or shy may want it because of admiration for you? Have you discussed with your parents the role that you play in the discipline of younger brothers and sisters? (Remember–to discipline is to educate). Are you guilty of treating your older sisters and brothers the way you resent being treated by younger ones? Are you aware of the example you are for younger brothers and sisters? Can you recall times that a younger sister or brother imitated you? Were you proud of what they copied?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
5. Relating to older adults a. Attitudes toward older adults	Discuss the role of older adults in our society. How is it different from that of fifty years ago? Ten years ago?
	Share in buzz groups some pleasant experiences which were the result of friendships with older adults.
	Characterize an older adult whom you particularly enjoy and one you do not enjoy. How do they differ? What are their attitudes? List guidelines for "growing old gracefully."
b. Sources of conflict	Participate in a play on aging to gain an understanding of the problems of aging. Give examples of problems you have experienced in relating to older adults.
	Perform special tasks to gain an understanding of the difficulties some older adults have in performing everyday duties. [NOTE TO TEACHER: Divide the class into small groups to try to perform tasks with: (a) a thick pair of glasses for vision problems, (b) gloves or mittens to illustrate arthritis, (c) cotton in the ears to understand hearing impairment, and (d) a board wrapped around a leg to experience problems of mobility.] Discuss the difficulties you encountered in performing these tasks. Did your classmates have similar difficulties?
	Debate pros and cons of an older adult living with adult children and their families.
c. Opportunities to relate to older adults	Interview a grandparent or an older adult asking general questions developed by the class.
	Listen to a guest speaker in the field of gerontology concerning the physical and psychological aspects of aging.
	Write a short paper describing what things can be done at a young age to ensure that the later years of life will be more enjoyable. Explain why it is important to accept and respect older adults as they are.
	Investigate the "Adopt a Grandparent" approach to the older adult.
	Invite several older adults to participate in a panel to answer questions concerning living in our society–the past, the present, and the future.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Visit a retirement home to observe the activities and life styles of the older adult there.
	Volunteer to perform services for an older adult, such as reading, writing letters, doing odd jobs, or visiting.
	Plan entertainment for a group of older adults in a home or in your community as an FHA/HERO or community activity.
6. Assuming your role in the community a. Assisting with projects	Listen to a panel of resource persons discuss limitations of the home in providing complete educational opportunities for children. Draw conclusions about family roles in the community. Discuss reasons people want to provide services in groups instead of as individuals.
	Visit a hospital, day care center, home for older adults, or other human services institution. Obtain information on opportunities for volunteer projects. Share your findings with classmates.
	Assume your role in the community by delivering "Goodwill" bags or helping with the March of Dimes or Heart Fund drives. Discuss your experiences with your classmates.
b. Upholding rules and laws	Examine the school handbook or policy book. What are the purposes of rules and laws in your school? The community?
	Invite a law enforcement officer to speak on "The Teenager and the Law." Discuss questions such as the following: Why do some people develop negative attitudes toward their community? How can citizens develop pride in their community? How and why do community laws set limitations on individual behavior? What responsibilities do we have to abide by the law? What responsibilities do we have toward other members in the community?
c. Being a good citizen	Listen to a speaker discuss basic responsibilities for caring and sharing in a democratic society. Discuss individual citizenship responsibilities. [NOTE TO TEACHER: FHA/HERO chapters could sponsor activities such as an "Anit-Pollution Day" in the community, or a community clean-up campaign.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to list the responsibilities and privileges of a citizen at home, at school, and in the community. Demonstrate how to be a good citizen by participating in FHA activities which contribute service to the community. [NOTE TO TEACHER: Students could plan and carry out Impact or Encounter projects.] Plan and carry out a "Good Citizen" award day. Determine the qualities needed to be a candidiate for the award. If possible include the announcement of the award in the school paper and/or over the school intercom.

COMPETENCY: *Ability to analyze family roles and functions*

TERMINAL PERFORMANCE OBJECTIVES:

Distinguish differences in families.

Outline the rights of family members.

Determine the responsibilities of family members.

Examine the benefits of family living.

Point out characteristics of families at different stages in the life cycle.

CONCEPTS

C. Accepting Your Role as a Family Member
  1. Differences in families
    a. Customs and traditions

LEARNING AND EVALUATION EXPERIENCES

Read a reference to gain a better understanding of a culture. Define *culture.* Determine the components of a culture.

List the different types of cultures present in your community. Identify the elements of a culture which interests you most. Describe a family in the culture.

Identify the problems of teenagers from various cultural backgrounds. How are their problems similar? Different?

Take turns completing the following statement aloud: "To gain a greater respect and understanding of persons from various cultures we must ____________________."

Bring photographs of your family doing something traditional. Explain when your family is involved in this activity and why it is a tradition. [NOTE TO TEACHER: Traditions usually involve special occasions, holidays, birthdays, religious celebrations, and/or special family activities or trips. Help students recognize that when *good experiences* are repeated they become *rituals* and perhaps *traditions* in the next generation.]

Listen to a panel of adults representing various cultures in your community discuss how they have adopted American traditions. Participate in a question-and-answer period.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Goals and values	List 10 values you consider important as you look ahead to future goals. Rank these values according to their importance to you.
	Write a paragraph describing something that your family values. Explain why this item is so valued. Discuss, as a class, to see what different families consider valuable. Avoid *monetary value* as the major factor.
	Draw a timeline on butcher paper or white paper. On this line, list goals that your family hopes to accomplish and the time these goals are to be accomplished. Design a bulletin board from these and discuss the different family goals.
	Create a mobile listing things valued by your family. Hang the mobile in the room and explain these values to your classmates.
	Make a list of the goals you wish to reach in your life. Give evidence of how you are trying to reach the goals. Do your goals differ greatly from those of the rest of your family?
c. Family patterns	Have a resource person who does family counseling speak to the class on the different types of families and family patterns.
	Study several references to learn about types of families. Name the types of families you learned about. Discuss your findings with classmates. Brainstorm to list the advantages and disadvantages of childless families and single-person families.
	Conduct a survey on one-parent families. Inquire about problems as well as advantages. Share your findings with the class.
	Interview parents with adopted children. Do families who have both adopted and natural children have difficulty being as fair to the adopted child as to their own children? How do other children accept the adopted child? Is life different for adopted children? Report your findings to the class.
	Role play some of the problems that may occur in families with stepchildren. Discuss how these problems could be solved or eliminated. Role play situations where the relationship is good.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Members' roles	Review definitions of *role* as related to the family.
	View a film on role expectations of males and females. Discuss.
	Summarize your roles in your family. Discuss in small buzz groups. Are your roles in your family similar to the roles of your classmates in their families?
	React to the statement: "Your privileges are in direct relationship to the responsibilities you take." List the responsibilities you have which are connected with the family. List the privileges which your family allows you.
	Work in groups to list the responsibilities that parents have toward their children. List responsibilities that children have toward their parents. Where do these overlap? Why does this happen? What specific needs do these overlapping responsibilties indicate?
	Draw cartoons to illustrate roles your family members play. Make these into a collage for a bulletin board.
	Write a paper to complete the following sentences: "What I like about my family is ________________" and "Things I would change about myself as a family member are my ________________,"
	Compile a class list of the "Ten Commandments for Good Family Relationships." Share with school newspaper or use to develop a bulletin board.
e. Mobility	Visit your local Chamber of Commerce to find out how many families move in and out of your community each year. Report your findings to the class.
	Write a case study describing a family who lived in one town for many years and then discover they must move to a different town. State the problems and discouragements they may face. Have students exchange studies and then briefly tell how this particular family could solve their problems and cope with them.
	Interview a family which has moved a lot and a family which has not. Compare their life styles. Is it always a big adjustment to move, or does the family adjust rather well? Could the rooted family adjust to a move well?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
f. Resources	Poll families with children of various ages to learn methods of sharing family income with children, such as: allowances, paying for household duties, doling out money, or earning money outside the home. Discuss the advantages and disadvantages of each method. Does the teenager's source of income influence personal spending habits? How is age related to the method used?
	Give examples of an irresponsible way to handle money. What problems may be incurred with family members because of misuse of money?
	Discuss whether or not a child should have a plan for spending and saving money. Give suggestions from personal experience or research formulating such a plan.
2. Rights of family members a. Love	Define *love.* Write a definition of love on a piece of paper and share ideas with class members. [NOTE TO TEACHER: Summarize ideas by leading students to a conclusive definition. Love can be defined as a strong feeling of personal attachment between friends and family members.]
	Bring to class magazine pictures which are examples of the way family members express love for each other. Arrange the pictures on a bulletin board with appropriate captions.
	Write a case study to point out the importance of love among family members. Depict both a family loving each other and a family who shows little love for each other. Discuss how you would feel as a member in each family. How does love relate to rights? [NOTE TO TEACHER: Using the transparency, "Materials for Building a Home," discuss how these are essential as a foundation. (See p. 365.)]
	Develop a "Bill of Rights" for children and a "Bill of Rights" for parents. [NOTE TO TEACHER: As a class project, students could duplicate and share with family members.]
b. Acceptance	Make a list of things others do which make you feel comfortable and accepted. Also make a list of things others do which make you feel ignored or unimportant. Discuss how you can include more of the positive things into your own behavior.
	Divide into groups of three of four. Role play situations where you felt rejected. Discuss what could have been done to help you feel accepted.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Family resources	Study a transparency on resources. (See p. 366.) Identify some of your own resources. Discuss such questions as: What resources are available to everyone? Which ones are limited? How can people increase their use of resources? How can resources be used more efficiently and effectively? Which resources improve with careful use? List family resources shared by members of your family. Do you receive relatively more than other members of your family from any of these shared resources? Keep a record for a week of the amount of time you work at home. How is work at home considered a family resource? Participate in a small group "Think Tank." Do you think parents have a right to expect children and teenagers to use part of their earnings to help with family expenses? (a) If your answer is yes, what kind of expenses, or wouldn't you limit them? (b) If teenagers use the family car, should they buy their own gasoline? Should they pay the extra cost of liability insurance that their driving incurs? (c) Should there be limitations established on the use of commonly shared possessions, such as the television, telephone, and bathroom facilities? Do you think teenagers and other family members spend money to gain status and recognition? If so, is such spending justified? (d) Do you think a high school student who earns substantial amounts of money in spare time or during summer vacation should save for college expenses? If you answer yes, what kind of expenses should the student pay?
d. Privacy	Discuss situations where children have invaded the parent's "rights to privacy" or parents have invaded the children's rights. Share ideas on how problems can be solved constructively. [NOTE TO TEACHER: Point out that most parents want their children to become self-reliant. Yet they can be overprotective of their children when the children try to become independent.] How can parents help their children spend time alone constructively? How can children show their parents their readiness for privacy and independence? What are some good reasons parents might have for wanting to know where children are and whom they are with?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write problem-solving situations where the parents have invaded the child's "right to privacy." Role play these situations. Discuss outcomes and possible solutions.
	Act out some problems situations teenagers may have in planning for privacy. Suggest solutions to the problems. (1) Bob and John share a bedroom. Each says the other is messy. They argue about not having privacy. (2) Grandma is living with the family. She insists on staying in the entertainment area where the teenagers have guests. (3) There are five people in the Green family. How can the parents schedule time when they can be alone?
3. Responsibilities of family members a. Parents	Listen to a resource person from another culture speak to the class concerning the responsibilities of parents in that culture. Then have a group discussion identifying similarities and differences between our culture and theirs.
	Read several references to gain an understanding of democratic, authoritarian, and permissive discipline. (See transparency on p. 367.) Divide into small groups and write socio-dramas depicting one of the types of discipline. Role play the situation for the other groups.
	Discuss and list responsibilities parents have. What circumstances might cause the responsibilties to differ? What differences in opinion are there among members of your class? Discuss these. How might one family's assignment of responsibility differ from another's?
	Divide into small groups and write letters to an advice columnist about problems concerning failures of parents to live up to their children's expectations. Exchange papers and write answers to the problems. Discuss the answers. What is the parent's responsibility in each situation? What is the child's responsibility in each situation?
	Work in small groups to design advertisements for a parent. Explain in detail what responsibilities toward the family are required. Have a spokesperson read your advertisement to classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Teenagers	Listen to a panel of parents discuss dealing with responsibilities of teenagers.
	Illustrate how teenagers fulfill their responsibilities in the home by making a collage of photographs.
	Have your parents answer the following open-ended questions and request two or three answers for each: I wish teenagers would ____________. I wish teenagers would not ______________. [NOTE TO TEACHER: The identity of whose parent wrote each statement should not be disclosed.] Discuss the answers.
	Make a list of household responsibilities for the teenager. Cut apart, fold, and place in a box provided by the teacher. Draw one task and perform the task for one week. Report to the class your feelings before you began the task and while you executed it.
4. Benefits of family living a. Physical protection	Survey students in your school on: (a) how siblings protect each other, (b) how parents protect each other, (c) how children protect parents, and (d) how parents protect children. Report your findings to classmates.
	Present an oral report on the functions of families, such as: physical care of children, psychological well-being of adults, socialization of children, education of family members, and economic security. Base your report on research in textbooks and journals. How does the need for physical protection affect the other functions of the family?
	Review articles in newspaper showing how family members have failed to provide proper physical protection for other family members. Then, discuss as a class, how such things could have been prevented.
b. Mental and emotional development	Brainstorm to come up with class definitions of *mental* and *emotional development*. How does a family promote these? Check references.
	List on the board examples of how family members grow emotionally.
	Look in advice columns for examples where family members are mentally or emotionally immature.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into small groups to represent: the *only child*, the *oldest child*, the *middle child*, and the *youngest child*. Discuss problems that occur because of the placement in the family. Then, have each group report to the class topics discussed and compare the similarities and the differences.
c. Love, security, and sense of belonging	Disclose stories about past family experiences that illustrate how you have received love, security, or a sense of belonging as a family member. Discuss how basic needs for love, security, acceptance, and new experiences are met by family members. Discuss the question, "What does my family do for me, anyhow?" Determine ways your family shows love for you. Discuss the importance they play in your life. Arrange a bulletin board composed of cartoons that relate to love, security, and a sense of belonging that you get as a family member. Display the bulletin board in the classroom.
d. Preparation for adulthood	Interview older adults to get their ideas on how members of the younger generation can better prepare themselves for adulthood. Present the idea of the family conference and how it works. Role play a family conference by setting attitudes for various persons in the group and then let them work at a specific problem. Discuss the importance of the family conference and how it aids in preparation for adulthood. [NOTE TO TEACHER: This could be used as an FHA/HERO encounter.]
5. Family life cycle a. Stages	Interview a family in each stage of the family life cycle. (See transparencies on pp. 368-374.) Determine the major problems and advantages of that stage and report to class. Divide into four small groups. Each group will take one stage of the family life cycle. Collect pictures from magazines showing that cycle. Make a collage from these pictures and post on the bulletin board. Explain your collage to the other groups. Pantomime one of the stages in the family life cycle. Review the characteristics of each stage. Explain the need for adjustments at various stages of marriage.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Use puppets to demonstrate a family situation typical of each stage in the family life cycle. Discuss.
b. Variations	Listen to a Big Brother or Big Sister discuss how their programs help children in varied family situations.
	Ask your parents to describe family life when they were teenagers. Compare with family life today. Share your findings with classmates.
	Point out on a world map the birthplace of students, parents, and grandparents. Discuss how living in different areas can affect the family.
	Discuss how divorce, separation, death, and adoption have brought dramatic changes in the family life cycle.

COMPETENCY: *Ability to analyze career and job opportunities*

Ability to relate home economics skills to jobs and careers

TERMINAL PERFORMANCE OBJECTIVES: *Identify entry-level jobs related to family life.*

Relate family living skills to other occupations.

Evaluate the effects of career choice on the family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Relating Human Relations Skills to Jobs 1. Entry-level jobs	Identify the skills and experiences you have acquired as a family member. List skills you have acquired by studying family living. Discuss how these skills can be used in getting an entry-level job. Investigate an entry-level job related to family services. Find out what education is necessary, the skills required, and the job prospects. Use the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* from the U.S. Department of Labor Statistics for your research. Report your findings to the class. Working in groups, investigate ways to acquire information about jobs in human services occupations which are available in your community. View a visual aid depicting a variety of entry-level teenage job opportunities which are related to family living. Consider such jobs as babysitter, hospital aide, playground supervisor, camp counselor, companion, and recreational leader. [NOTE TO TEACHER: School libraries and counselors may be able to make a very important contribution here.]
2. Application of skills to other occupations	Listen to a school counselor, personnel director, or employed ex-student discuss ways human relations skills influence success on any job. What types of jobs require well-developed human relations skills? [NOTE TO TEACHER: The transparencies on pp. 375-376 list some ways.] View a transparency to identify attitudes for success. (See p. 377.) Discuss the attitudes which are illustrated. Why are certain attitudes important for success on the job? How can negative attitudes hurt your chances for success on the job?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read about jobs that interest you. List skills and abilities needed. Summarize your findings for classmates. Which of the skills identified involves human relations?
	Relate information and skills you have gained by studying family living to various occupations. Discuss possible application in job situations of information related to the following topics: values, character, mental health, adjustments to frustration, defense mechanisms, maturity, relationships, attitudes, communications, conflict, peer influence, citizenship, family roles, and family life cycle.
3. Effects of career choice on family a. Lifestyle	Brainstorm to identify the ways the choice of various careers would affect your choice of friends, recreation and leisure time activites, and where you live. Discuss how relationships with people, places, and things determine the family's lifestyle. Discuss reasons your family members selected their careers.
b. Family members	Interview your parents to discover what expectations they have for themselves after the children leave home. Use information to determine the positive and negative limitations placed on their lives by their career choices.
	Work in small groups, and discuss factors, such as: (a) How has occupational choice of family members affected meal patterns? (b) How has occupational choice influenced the family's economic and social position in the community? (c) If you could select another occupation for your parent, what would you select and why? What other factors influenced by occupation choice can you list?
	Write a paragraph describing influences career choices have had on your family's life style. Then write a paragraph predicting the effects your current career choice might have on your future family.

HOMEMAKING II

HOMEMAKING II
FAMILY LIVING

COMPETENCY:	*Ability to analyze own development* *Ability to assess realistically patterns of dating and the process of mate selection*
TERMINAL PERFORMANCE OBJECTIVES:	*Describe adjustments of the single adult.* *Analyze the process of mate selection.* *Determine the functions of engagement.* *Analyze marriage laws and customs.* *Outline adjustments necessitated by marriage.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Living Independently or Establishing a Family Unit 1. Living as a single adult a. Singles identified	Brainstorm and list on the chalkboard the reasons people may be single adults. [NOTE TO TEACHER: Single adults include never married, divorced, widowed, separated, and single parents.] Why do some persons choose not to marry? Why may some persons become single at different points in their lives? Identify possible differences in married and never married persons. How may their personalities differ? What other reasons may persons have for never marrying? Think about people you know who are living as single adults. What made each a single adult (never married, divorced, etc.)? What unique problems and stresses would each type of single person have?
b. Reasons for not marrying	Brainstorm to identify reasons persons may not marry. Consider the social and marital consequences resulting when these persons do marry. View a transparency on "Reasons for Remaining Single." (See p. 378.) Discuss. Survey adults that have not married to discover the different reasons for not marrying. Share your findings with classmates. Survey students in your school about their expectations for marriage. Note the sex and the age or classification of the student. Does the student expect to marry or to remain single? By what age does the student expect to be married?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss possible feelings of persons who have never married and persons who are widowed or divorced. Compare the feelings identified. Compare the feelings of men and women in each situation.
	Make suggestions for living a happy and useful life as a single person. Would the same suggestions apply to both sexes?
c. Advantages and disadvantages of remaining single	Listen to panel members composed of a young unmarried career woman, an older unmarried career woman, a young unmarried career man, and an older unmarried career man. Discuss their feelings about being single. Participate in a question-and-answer session after panel discussion.
	What advantages and disadvantages did the panel give for being single? What problems were encountered by remaining single? What were common characteristics of the panel members that help them be comfortable as single adults?
	Discuss the statement: "Single people enjoy the freedom and independence of being single."
d. Problems faced by single adults	Listen to a panel, consisting of a person who has never been married, one who is divorced, one who is widowed, and one who is a single parent, discuss problems faced by single adults. [NOTE TO TEACHER: Problems faced by single adults include: cultural pressure, paired society, adjustments, loneliness, meeting new people, housing needs, and personal safety.] What problems were encountered by remaining single?
	Discuss society's attitudes toward single persons. How may these attitudes affect reactions to single persons, such as teenagers, young adults, middle-aged adults, and a person in later years? Why do some people seem to push the unmarried into marriage?
	Compare the situations and problems of various single parents. Examples: divorced woman with/without custody of children, divorced man with/without custody of children, widowed woman, widowed man, unmarried natural mother, unmarried natural father, unmarried adoptive mother, unmarried adoptive father.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Brainstorm to give examples of how our society is based on couples. What problems does living in a paired society cause for the single person socially? In travel? In work situations?

Interview five single persons to learn what adjustments they have found necessary in functioning as a single adult. Were most of the adjustments related to social life, job, finances, or emotional considerations? Share your findings with the class. Categorize the adjustments identified.

Recall problems panel members had in adjusting to being single. How does your self-concept affect adjustment to the single status? How would adjustments to being single differ for men and women? What characteristics did the panel members have that helped them be successful single adults?

List and discuss ways the single person can meet new people in the community. When might meeting new people be most important to a single person?

Ask a single adult to describe times when loneliness is a problem. Does the person feel lonely frequently or infrequently? Is the feeling intense? What does the person do to cope with feelings of loneliness?

Study the classifed advertisements for rental housing in your local newspaper. Is there evidence that single adults are discriminated against? Ask five single adults you know whether their marital status has made it difficult to obtain suitable housing. Compare the housing needs of single adults with those of married adults.

Brainstorm to discover some important needs for personal safety experienced by single adults. Is fear for personal safety likely to be a greater problem for single men or single women? Why?

Listen to someone from the police department describe ways single adults can protect themselves from intruders or attackers. Ask questions to clarify points which are unclear.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Problems of being single again	Write to an advice column a letter which deals with a problem of being single again after a marriage. In small groups, select one or two, and write responses. Read the questions and answers to the class, and discuss.
2. Preparing for mate selection a. Influences on mate selection	Develop a list of factors which are important to you in mate selection. Keep your list for future reference. View a transparency to identify factors affecting mate selection. (See p. 379.) Discuss the mate selection factors listed. Compare your personal list of mate selection factors with those on the transparency. How may a knowledge of factors influencing mate selection increase the likelihood of marital success? How do peer values and parental values and expectations figure in your selection? Read case studies to discover possible consequences when important factors in mate selection are ignored. Discuss. Watch a current movie or read a current book or column to analyze the strengths and weaknesses of young married couples' relationships. Analyze the effect of mate selection factors on the relationships of the couples. Share your findings with the class. Define *maturity* in your own words. Consult a dictionary for a definition of maturity. How does this definition compare to yours? How does maturity affect mate selection? List ways various persons such as your parents, your peers, values, or philosophy of life, have influenced your values and standards for mate selection. List to a panel of adults discuss attitudes about mate selection and teenage dating. Participate in an open question-and-answer session. List interests a couple could share which might contribute to compatibility, such as religion, education, activities, goals, and family backgrounds. Why might having these things in common contribute to compatibility? Discuss activities which would be unlikely to contribute to identification and development of areas of compatibility.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a paper discussing your reasons for dating, your dating possibilities, your goals, your standards, your values, and yourself as a dating partner and possible mate.
	Discuss the degree of influence your parents have on your selection of a mate. Will you consider your parents' beliefs and feelings in mate selection? How do customs related to mate selection in the United States differ from those in other countries?
	Conduct a survey among boys and girls to determine what physical and psychological characteristics they look for in selecting a date. Are these the same characteristics desired in a mate? Should they be? Compare your findings with those of classmates. Discuss the characteristics that appeared most important to those surveyed. Which characteristics appeared to be the least important? What differences, if any, did you observe in characteristics desired in a date and mate?
b. Acceptance of increased responsibilities	Brainstorm to identify responsibilities of a person planning to marry. Which of these responsibilities are preparation for adult living? Preparation for establishing a family?
	Discuss ways accepting more responsibility in your family, school, and community can help you to prepare for the responsibilities of marriage. How can accepting more responsibility increase the amount of trust and respect given to you?
c. Stages of love	Collect famous quotes defining *love.* Construct a bulletin board using these definitions.
	Study references to identify the stages of love development. At what ages is each likely to occur? Can a person move back and forth between the stages of love? Describe each stage of love shown on the transparency. (See p. 380.) Give examples of each stage of love from your own experiences and observations.
	Construct a bulletin board of pictures and words from magazines illustrating various concepts of love. [NOTE TO TEACHER: Students might use a "Love is. . . theme.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Review the stages of love. Study the pictures on the bulletin board and discuss the stage of love represented by each.
	Discuss the following clichés: "Love is blind" and "There is no such thing as love at first sight." Answer the question: How do you know you're in love?
	Discuss: You're in love. So what? What difference does it make? What are you expected to do? How is your life different? How are you different?
	View filmstrips on love, infatuation, and/or marriage. Draw conclusions relating to the development of love relationships. How is love related to sex appeal? To respect? To responsibility?
3. Becoming engaged a. Reasons people marry	Divide into small groups. Each group should choose one student to serve as group reporter. List reasons people marry. Determine which of these are positive and which are negative reasons. Summarize by comparing with other class groups.
b. Values of courtship	View a film which illustrates how couples use the engagement period to prepare for marriage. Explain how the engagement period provides opportunities for the couple to prepare for acceptance of adult responsibilties and successful transition into marriage. Discuss what percent of engagements materialize into marriage. Are engagements among teenagers less apt to materialize into marriage than are engagements among college youth? Discuss the relationship of the length of the dating and engagement periods to probability of success in marriage.
c. Readiness for marriage	Brainstorm to list the possible decisions a couple must make before they decide they are ready to marry. Determine which of these are conscious decisions and which are subconscious. Compare your opinions and identify ways more of these decisions can be made on the conscious level.
	Listen to a premarital counselor discuss techniques used to help couples determine whether they are ready for marriage. Discuss ways students in class can use these techniques to evaluate themselves and their own readiness for marriage. How can values contribute to permanency and happiness in marriage?
d. Functions of engagement	List as a class the functions of engagement. What would you add to the list?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Define *formal* and *informal engagement*. Distinguish between them.
	Discuss engagement etiquette, such as: when and how to purchase the ring, how to announce the engagement, appropriate behavior for engaged couples, etc.
	List reasons for broken engagements. What are the consequences of breaking an engagement? Is a broken engagement a function of engagement? How?
	Divide into two teams. Debate: "It is good to break an engagement." vs. "It is bad to break an engagement." Base your arguments on facts gathered from resources.
	Study references to find rules of etiquette concerning broken engagements. Establish guidelines for proper etiquette for both partners in case of a broken engagement.
	List ways of handling conflict during the engagement period, such as defense mechanisms, constructive and destructive quarreling, and discussion. Discuss each method of handling conflict.
	Interview engaged and newly married couples to identify adjustments necessary during an engagement. Share your findings with classmates.
	Identify conflicts engaged couples may have. Work in pairs to role play several of the conflicts. Emphasize ways the couple can resolve the conflict and make the necessary adjustments for their relationship.
	Brainstorm to identify purposes of engagement. Categorize ideas presented under the two major purposes: *testing* and *transition*.
	Discuss decisions which should be made by an engaged couple. Consider decisions related to money, careers, childbearing, in-law relationships, etc.
e. Ethnic customs of engagement	Listen to resource speakers from foreign countries discuss the customs of engagement in their homelands. Compare the customs in their countries with those in the United States.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview various ethnic groups represented in your community to discover customs related to courtship and engagement. Share your findings with classmates. How do ethnic customs enrich the engagement period?
f. Sources of advice	Interview a resource person in your community to obtain information on premarital counseling available. Also survey the community to find if other premarital counseling services are available. Include resources available in your area, such as marriage counseling services, group counseling, church programs, counseling workshops, etc. Report your findings to classmates.
4. Planning a wedding a. Marriage laws and customs	Study references to identify the legal requirements for marriage. What are specific requirements in your state regarding the following: age with and without parental consent, blood test, license, residence, blood ties, and ceremony? Report your findings to the class. Discuss the reasons for marriage laws.
	Define *annulment*. What are the conditions for annulment? What does the law say about annulment?
	Listen to a resource person explain legal and/or traditional reasons for common-law marriage. What are the advantages and disadvantages of such a marriage? Summarize current laws relating to common-law marriage.
	Construct a chart comparing Texas laws on marriage to various other states with information such as age requirements, common-law acceptance, mental qualifications, waiting period, and medical examinations required.
	Divide into small groups. List past and present customs that are associated with marriage in the United States, such as the throwing of rice, the ring, the wearing of white by the bride, etc. Do customs vary among different ethnic and religious groups?
	Listen to a resource person who has traveled abroad speak on marriage customs in other countries.
	Work in small groups to research wedding laws and customs of another country. Give a detailed report or do a skit or role play to show the customs of the country your group chose. Present the skit or role play for other groups.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Define *monogamy*, *polygamy*, and *polyandry*. Using classroom and library resources, find examples of countries which practice these forms of marriage. Are there advantages and disadvantages to them? Does the type of marriage match the culture?
	Analyze the importance of having marriage laws and customs and what would happen if there were none.
b. Commitments made in marriage vows	Identify the commitments normally included in marriage vows for each religion represented in the class. Discuss the importance of commitments made in marriage vows. Should these commitments be voiced in marriage vows? Do couples usually mean what they say, or do they just repeat words?
	Divide into small groups. Organize and write commitments you want in your marriage vows. Share your ideas with classmates.
c. Types of wedding ceremonies	Identify the types of marriage ceremonies. Why should weddings be planned to fit the couple's values, goals, standards, needs, wants, and resources?
	Listen to a panel consisting of religious leaders representing the religions of the class members, and a justice of the peace discuss and answer questions over the differences in wedding ceremonies. How do religious customs influence the type of wedding?
	Find information on nontraditional types of weddings. Why do some people choose nontraditional ceremonies?
	Discuss as a class previous weddings you have observed. Compare similiarities and differences in the ceremonies.
	Participate in a discussion about whether or not the type wedding ceremony has impact on the commitments made during the ceremony. Why should the emphasis be on the commitment to the person rather than on the type of ceremony? Is the amount of money spent on a wedding ceremony related to the likelihood of the marriage succeeding?
d. Wedding budget	Take a field trip to a bridal shop or invite a wedding consultant to class. Listen to the consultant discuss the cost of weddings. Why is it important to budget and estimate wedding costs?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a young couple, recently married, talk about preparing for the wedding, things to avoid, and things that need to be included. What expenses are the responsibility of the bride?
	Divide into small groups. Visit and report to the class on one of the following topics: the cost of the wedding by visiting churches, tuxedo shops, bridal shops, flower shops, reception halls, cakeries, caterers, and photography studios; cost difference between renting wedding apparel and buying material and making your own; cost difference between catered receptions and one with homemade food. [NOTE TO TEACHER: These reports to the class may be timed to allow for discussion between reports.]
e. Role of honeymoon	Read references to define *honeymoon*. Do you agree that the honeymoon allows the young couple an opportunity to begin their marriage relationship in privacy?
	Write answers to the question: What are the purposes of a honeymoon? Read answers aloud and compile a class list on the chalkboard.
	Survey married teachers in your school to discover where people go on their honeymoons. Discuss factors which should be considered when planning a honeymoon.
	Invite a travel agent to speak to the class concerning the honeymoon choices available in terms of location, transportation, and expenses.
	Prepare guidelines for planning a honeymoon. Establish criteria for a successful honeymoon, such as: privacy, cost in relation to income, length of time, and advanced planning. Plan one honeymoon per group. Refer to the guidelines developed for planning a honeymoon. [NOTE TO TEACHER: Have each group plan a honeymoon for a different amount of money, from a small amount to a generous one.
	Divide into small groups and discuss where you would like to go on a honeymoon. Present your honeymoon plan to the other groups. [NOTE TO TEACHER: This might be more realistic if you set a limit on how much the student can spend on the honeymoon. You may want to give each group a different amount of money to work with.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze concepts of the honeymoon depicted in current publications with the facts you have learned about the honeymoon. What are realistic expectations for a honeymoon?
5. Adjusting to marriage—beginning stage a. Variations of beginning family	Research variations of the beginning family, such as: first marriage, remarriage, marriage with children by previous marriages, multi-generational families, and common-law marriage.
	Listen to a family law attorney discuss the legal aspects of beginning a family. Discuss legal issues such as child custody, legal inheritance rights, and property ownership rights.
b. Characteristics	View a transparency which identifies the basic tasks common to all family units. (See p. 381.)
	Work in groups to identify responsibilities and decisions of a beginning family unit. Divide a sheet of paper into three columns. List tasks in the left column, responsibilities in the center column, and decisions in the right column. For example, Task—provision for physical care and development; Responsibility—provision, production, and care of food; Decisions—how much to spend on food, whether to grow a garden, how much time to spend in preparation, whether to buy a food freezer. [NOTE TO TEACHER: Tasks of the beginning family include provision for physical care and development; provision for cognitive development; provision for emotional development; socialization of family members and maintenance of order; placement and involvement of members in the larger society; allocation of resources; division of labor; reproduction, recruitment, and release of family members.]
	Work in groups to make decisions for a simulated beginning family. Select job(s) based on the facts given in the case situation. Decide where the individual or couple will live, how much they will spend for housing, food, and clothing. Based on the skills possessed, decide whether the individual or couple can produce part of the food and clothing needed. Decide what facilities will be needed to care for food and clothing. Decide, based on work hours and skills, who should assume responsibilities for meal preparation, clothing care, and house-

work. Decide what provisions are needed for health care. [NOTE TO TEACHER: Develop case situations which would be realistic in your community varying income potential, skills, interests, and situations. Variations may include a single person, young couple, couple with children by previous marriages, older couple, etc.]

c. Adjustments, problems, and rewards

Listen to a group of couples speak about the realities of married life. What were their major areas of adjustment? How did they handle disappointments "caused" by their spouse? [NOTE TO TEACHER: The group should consist of one recently married couple, one couple who has remarried, and one couple who were older when they married.] Review and compare differences in views concerning adjustments.

Brainstorm to list the adjustments in the beginning stage of marriage, such as: establishing independence from parents, in-law relationships, spending family income, friends and social activities, decision to have a child, or child training. Check references.

Identify communication patterns which must be established by the beginning family. Why is it important to build good lines of communication in such areas as decision-making, finances, division of labor, personal and family routines, special occasions, sexual relationships, social activities, relationships with families, vacations, family planning? How may communication be viewed differently by husband and wife? Why may conflicts occur? Is it always possible to have good communication? Why?

Study references to research basic methods of communication and resolving conflicts. Report your findings to the class.

Write on one side of an index card a phrase that represents a personal trait that may be a positive factor in marriage compatibility (*e.g.* likes many activities; well-groomed). On the reverse side of the card, write some aspects of the trait that may not be discovered until after marriage (*e.g.* wants to continue many activities; spends excessive amount of time on grooming). Share cards by displaying positive factors; then share the "surprise" aspect. Follow up by discussing the ways these unexpected qualities may affect the success of a marriage.

Role play a domestic scene in the early months of marriage in which both husband and wife are trying to get each other to change certain habits. What causes their frustration? How can they ease frustration?

Interview a young couple to learn what adjustments they have had to make in their social lives. Does the couple still visit single friends–together or separately? Have the couple's friends changed since their marriage? How? Do both members of the couple enjoy the same types of social activities? If not, how have they resolved their differences? How does the couple relate to their extended families? How does the couple decide where to spend holidays and how often to visit parents? In what social organizations does the couple participate jointly or separately? Write a report of your findings.

Listen to a financial counselor discuss adjustments a beginning family may have to make in allocating its resources. What problems may arise if two persons disagree on the meaning of money? The use of money? How can a couple resolve a situation in which what one sees as overspending is viewed by the other as selected spending? How can a couple reach agreement on spending when only one is employed? When one earns more than the other? What financial responsibilities should a couple assume in a multigenerational household? When one has a child by a previous marriage? How may views on when and how to use credit differ? How may views differ on accepting aid from relatives? How can differences on what to purchase be resolved?

Make a list of household tasks, including meal preparation, after-meal cleanup, grocery shopping, cleaning floors, dusting furniture, cleaning bathroom, cleaning oven and refrigerator, changing bed linen, washing windows, changing oil in car, mowing lawns, sweeping walks, raking leaves, pruning hedges and trees, taking out trash, doing laundry, ironing, etc. Using the list, interview persons in beginning family units. Beside each task note who is primarily responsible for it. If the task is shared, note the basis for sharing, such as change according to a work schedule. Tally findings of class members. Compare your findings with those of a recent national survey on division of household tasks.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Draw cartoons showing how the roles of men and women are changing. Use captions if necessary. Discuss the changing roles of women and men.
	View a film on realistic concepts of marriage. Talk about areas which must be considered within the masculine and feminine roles in assuming family routines. What conflicts may occur in marriage over role expectations?
	Compile a list of responsibilities for routines that persons must assume after marriage (female and male). Compare these to responsibilities you have already assumed. How does a clarification of role expectations contribute to successful adjustments in marriage?
	Discuss decisions a beginning family unit may make regarding reproduction, recruitment, and release of family members. How may genetic factors, financial factors, and desired life style influence family planning? Under what conditions may the beginning family consider adoption? What problems may a young adult encounter in being released from a former family unit?
	Listen to a panel of newlywed couples speak on beginning marriage. What rewards did they experience as newly-married persons? [NOTE TO TEACHER: Students should make a list of questions before class to ask the panel.]
	Work in small groups to write stories or illustrate stories with cartoons about young couples newly-married. Tell about the rewards they experience as newly-married persons.
	Listen to a marriage counselor or family life educator describe the major reasons for problems in beginning families. What crises are most likely to occur during the beginning stage of family life?
	Find magazine articles and stories about family problems and crises during the beginning stage. Discuss how these problems could be solved or avoided. [NOTE TO TEACHER: The "Can This Marriage Be Saved?" feature in *Ladies' Home Journal* is one source.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in groups to identify factors leading to successful and unsuccessful marriages and compare. Use references to guide your thinking. Share your findings with the class.
	Listen to couples who have celebrated silver and golden wedding anniversaries share their ideas on what they feel has contributed to their success in marriage. List factors most often credited for successful marriage.
	Write a case study showing factors resulting in unsuccessful relationships or marriages. Read case studies in class and discuss possible solutions or preventions. Identify and discuss factors leading to unsuccessful marriages and relationships.
	Role play a factor leading to a bad relationship or marriage conflict. Discuss as a class how this could have been prevented.
	Survey several separated or divorced couples and determine the major factors resulting in their unsuccessful marriages. Share your findings with classmates. Which factors were related to differing values, goals, standards? Was poor communication a contributing factor?
d. Support systems and services for beginning families	Brainstorm to list the support systems and services available for beginning families in your community. Check various sources for this information. Did your list include family, friends, family counseling, financial counseling, and family planning?
	Consult persons in your community representing various support systems and services to identify the support available to beginning families. Explain why these support systems and services are important and beneficial to a beginning family.
	Develop a bulletin board on services and support systems available to beginning families in your community.

COMPETENCY: *Ability to assess the components of responsible parenthood.*

TERMINAL PERFORMANCE OBJECTIVES:

Examine factors in preparation for parenthood.

Analyze the responsibilities of parenting.

Examine alternatives to natural parenting.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Parenting 1. Qualities needed by parents	Explore resources to gain an understanding of preparation necessary for successful parenthood. What role does each of the following play in successful parenthood: physical health, mental health, emotional stability, financial stability?
	Make a list of qualities needed by parents for rearing children. Check with the transparency. (See p. 382.) Share your list with your parents. Ask them to suggest additional qualities.
	View a filmstrip on the qualitieis needed by parents. What qualities were identified? How important do you feel each is to successful parenthood?
	Work in small groups to develop a puppet show depicting qualities needed by parents. Present the puppet show to classmates.
	List qualities your parents have that you think are important. From this list, choose the *one* quality that *you* believe is the most important for parents to have. Develop a role play which illustrates this quality.
2. Family planning	Define *family planning*. What decisions are involved?
a. Pros and cons of having children	Work in buzz groups to list the pros and cons of having children. [NOTE TO TEACHER: Place two pieces of butcher paper on the wall for the students to write their lists on.] When all groups have written their lists on the butcher paper, discuss the pros and cons.
	Research the topic *zero population growth*. Report your findings to the class.
	Divide into debate teams and debate the pros and cons of having children.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List positive reasons people have children. Interview parents and discuss with the class.
	View a transparency on all the wrong reasons people have children. (See p. 383.) Discuss the reasons people have children.
	Identify the purposes of planned parenthood. What considerations should be made in planning for parenthood?
	Discuss the pros and cons of planned parenthood. Consider emotional, physical, and religious implications in this family decision. Consider hereditary factors. Consider family size in relation to financial and ecological factors.
	Identify resources available in your community which aid couples in planning their families. What services are provided by each?
	Write a letter to yourself on your philosophy of parenthood. Put the letter in an envelope and save for future reference.
	Collect quotes from individuals on their views of parenthood. Distinguish between idealistic and realistic views in determining what to expect of parenthood.
b. Readiness for parenthood	Interview parents to get ideas on things to do in preparing for parenthood. Discuss the responsibilities which must be assumed by both parents.
	Divide into buzz groups and discuss the major factors to consider when preparing for parenthood. Discuss cognitive preparation, emotional stability, social, health, financial considerations, etc.
	Analyze indicators of readiness for parenthood by observing parents with their children in various situations. Make notes on which parent(s) assume(s) responsibilities such as feeding, holding, talking to, disciplining, etc. Did you notice a difference in the way older or younger parents handle parenting? Does the number of children already in the family influence parenting behaviors? What other observations did you make? Discuss your observations with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Characteristics of families with small children	Study references to identify tasks families are responsible for when they have small children. Discuss your findings with classmates. How do these tasks differ from those of the beginning family? How may family routines change as children are added? What new skills may be needed? How may allocation of resources such as food, clothing, shelter, and health change with the addition of children to the family? How may patterns of communication change? What new conflicts may develop? What responsibilities do parents have for the cognitive development, emotional development, socialization, and involvement of their children in larger society? What adjustments may be needed in division of household tasks? What new tasks are assumed by parents? Develop a bulletin board to show some of the tasks and responsibilities of families with small children. Recognize the tasks and responsibilities of families with small children. Take care of an egg for one week. The egg represents your child and you have the responsibility of your child's care, protection, shelter, attention, and supervision. Keep a journal about your reactions and experiences with your "child." Bring your "child" to class at the end of the week. Refer to your journal and discuss your feelings and experiences with classmates. [NOTE TO TEACHER: When preparing eggs for this activity, you may use either soft- or hard-boiled eggs. The soft-boiled eggs present a more fragile "child," but the hard-boiled eggs eliminate a lot of possible mess from broken eggs. A crack in a hard-boiled egg could simulate needed surgery, doctor's care, etc. whereas a broken soft-boiled egg would have to simulate death. If desired, mark your egg with crayons to show color of hair and eyes, sex, and/or health problems, etc. The students should not choose particular eggs, but should accept an egg drawn by chance from a container. This will allow them no freedom of choice over the "child" they get. During the period of "egg" parenting, students might share their feelings and experiences with classmates at the beginning of each class period.]

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Write entertaining or humorous short stories about families with small children, involving necessary tasks and responsibilities. Read the story to your classmates.

d. Adjustments, problems, and rewards for parents of small children

Listen to a panel of young parents discuss the kinds of rewards they get as parents of small children. Did the panel mention that small children brought fun, excitement, and laughter into the home? How do children provide their parents with self-enhancement? Self-preservation? Pleasure, affection, and belonging? Had you thought about there being rewards for parents of small children?

Work in small groups to write a newspaper editorial on "Hidden Rewards from Children." Include things that parents may not observe, or that they haven't thought of as being rewarding. As a class, choose the best article for the school or local newspaper.

Collect pictures or cartoons illustrating ways children are rewarding to their parents. Use the pictures for a bulletin board.

Interview parents to gain a better understanding of the problems and crises which occur in families with small children. Use open-ended sentences and ask the parents questions such as: (a) The major problem of being a parent with a small child is __________. (b) Financially, having small children requires __________ . (c) Physical problems we have developed with small children are __________. (d) As a married couple, we have *(more–fewer)* problems since we have small children because __________. [NOTE TO TEACHER: Hang a piece of butcher paper on the wall for the students to write their lists.] Compare your list with those of classmates and compile a class list of the problems and crises of families with small children. How could some of these problems and crises be avoided?

Listen to a child care center director identify some of the problems and crises of families with small children. Share your findings with classmates.

View the transparency, "Problems and Crises of Families with Small Children." (See p. 384.) What other problems may occur?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Identify types of one-parent families. Brainstorm to list probable problems in a single parent situation. What problems are encountered when a single parent tries to raise children? Is it possible that one parent could create a more stable atmosphere than two parents who live in a home characterized by conflict? Explain. What is society's view of the unwed parent? How do you view the role of the unwed mother? The unwed father? What problems may each have? What resources are available to a one-parent family? Would the problems of a single mother differ from those of a single father? If so, how?

Write case studies depicting problems of single mothers/fathers. Exchange papers and write possible solutions for your class members' situations.

Identify reasons which may be given for excluding the one-parent family from two-parent family activities. Challenge and/or support the reasons identified. Why do people adopt these patterns of behavior toward single-parent families?

Collect magazine articles describing problems of single parents. Discuss the articles with classmates.

Write a paper on experiences you have had that you feel will contribute effectively to your role as a parent. Include experiences with children in babysitting, in work with teaching, in leading youth groups, etc. Explain how these experiences will aid you in being a parent.

Brainstorm to identify some of the problems that could arise for teenage parents. What physical problems can pregnancy cause for a teenage mother? How can teenage parents support a child? What emotional problems may parenthood cause for teenage parents? How will parenthood affect the teenager's social life?

Develop a skit depicting some problems of teenage parents. Present to the class and discuss possible solutions to the problems.

Read a book about a teenage couple who become parents. Prepare a written report on the couple's problems in making emotional adjustments as parents. Share your report with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Support systems and services for families with small children	List the services and support systems that are available in your community for parents with small children. Volunteer to investigate these systems further. Report your findings to the class. [NOTE TO TEACHER: Community resources offering services for successful parenthood include schools, PTA, recreational centers and activities, Scouting programs, child care centers, Well Baby clinics, Planned Parenthood, law enforcement agencies, public libraries, educational television, etc.] Collect ads from newspapers about support systems and services in your community available to families with children. Discuss these systems and services and their benefits in class.
3. Financial considerations a. Costs involved in parental child care	Brainstorm to give examples of expenses parents incur in caring for a child. Some transparencies to help are on pp. 385-389. Compile a list of financial decisions and plans which expectant parents must make, including layette, space, medical costs, household help, and employment of mother. What effect do the family's values, goals, and standards have upon their financial planning? Explore different occupational benefits dealing with maternity and paternity leave. Discuss the different methods of paying for maternity care, including insurance and cash. View a transparency to gain a better understanding of expenses to consider when planning for a baby. (See p. 390.) Discuss the expenses with your classmates. What unexpected expenses may occur? Work in groups to make a spending plan for the coming year for a young couple expecting their first child. Base it on beginning salaries for jobs the young couple might have. [NOTE TO TEACHER: Assign groups to work at different income levels which realistically depict aspirations of young people in your community.] Include such things as furniture, food, supplies, clothing, and medical expenses to meet the needs of the baby. Compare spending plans. Are the plans realistic?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in small groups to investigate one of the following: (a) diaper service, disposable diapers, cloth diapers; (b) strained foods, pureed foods; (c) home-prepared formula, store-bought formula, breast feeding; and (d) homemade infant wear, clothes purchased in stores. Compare the differences in cost and quality of the item(s) you are investigating. Share your findings with those of your classmates.
b. Costs involved in outside-the-home child care	Listen to a resource person from the Department of Human Resources or a director of a day care center speak to the class about the rules and regulations imposed on day care centers by the state.
	Consult a local child care center director regarding services offered, hours, and costs of keeping small children. Compare your findings with those of classmates. Discuss reasons the costs of different child care centers vary.
	Decide, as a class, whether it is less expensive to leave a child in a day care center and work, or keep the child at home until the child is old enough to attend school. Consider all aspects, such as gas, clothing, food, etc. How did the parents' income influence your decision?
c. Expenses to expect at different ages	Interview parents of children of varying ages. What are the family's major child-related expenses at present? What expenses were incurred during infancy? Toddlerhood? Preschool? Elementary school? Junior high or middle school? High school? College? Share your findings with the class. As a class make a chart showing the major expenses at each age from infancy to adulthood.
d. Medical expenses	Listen to a pediatrician or the school nurse speak on medical expenses during childhood, such as shots required, costs of visits, and the number of visits to the doctor that are necessary during childhood.
	Listen to an insurance agency speak on the policies available for coverage of doctor and hospital bills incurred for pregnancy, childbirth, and medical care for a child.
	Visit a hospital to view the maternity ward and listen to someone on the hospital staff explain the different methods of paying for maternity care.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze medical expenses that can come up unexpectedly during childhood. How can these expenses be handled without posing a heavy burden financially on the family?
	Develop a bulletin board that illustrates the medical expenses faced by parents of young children.
4. Emotional considerations a. Effect(s) on relationship(s) with partner	Interview young parents to discover emotional adjustments which have to be made before and after the birth of the baby. Summarize your findings for classmates.
	Read a book or article about the effects of parenthood on a young couple. Prepare a written report on the couple's problems in making emotional adjustments to parenthood.
	Interview young parents to discover emotional adjustments which have to be made before and after the birth of the baby. Share your findings with classmates.
	Find examples of advice column letters that show emotional effects on marriage partners caused by parenthood.
	Develop a puppet show that exemplifies problems that can occur between marriage partners due to the new role of parenthood.
b. Effect(s) on relationship(s) with friends	Interview parents to discover specific information regarding the effects of parenthood on their relationships with their friends. Share your findings with classmates. Did friendships remain the same? Did they change? What factors influenced the changes which occurred? How did becoming parents influence the couple's social activities, money available for recreation and entertainment, and interests? How did parenthood affect the interests held in common by the parents and their friends?
	Role play a situation where a child interferes with the relationship between parents and their friends. Discuss possible solutions.
c. Effects of the community on children	Search for articles in your local newspaper to find examples of what is acceptable and unacceptable behavior for children in the community. Share articles with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to discover any prejudices students feel the community has toward them. Discuss: "Why do some adults in the community have negative attitudes toward young people?"
d. Evaluation of resources available	Write a paper on "How do stable families contribute to community stability?" or "How does the community contribute to family stability?"
	Visit a nursery school or kindergarten in your community. Observe the facilities available. Observe the children's behavior. Develop guidelines for selecting a nursery school or kindergarten. Share your findings with classmates.
	Read articles and interview parents and educators to learn ways parents can evaluate public schools. How do public schools in your community compare with schools across the state and nation? Do the schools offer special services for handicapped and gifted children? Which schools are considered the best in your community? What is the basis for this evaluation?
	Interview someone from your city government to learn what efforts are being made to meet children's needs through city parks, recreational activities, public libraries, community health services, public schools, etc. How do the services offered in your community compare with the services in other communities? If you live in a small town, are the services of a larger nearby community available to children in your community?
5. Alternatives to natural parenting a. Reasons alternatives are necessary	Study references to gain a better understanding of possible reasons for alternatives to natural parenting, whether created by necessity or by choice. Identify types of alternatives to traditional parenting, such as unwed parents, single parenting as a result of desertion or divorce, stepparenting, foster parenting, and adoptive parenting.
	List reasons for choosing alternative types of parenting. Examples: childless families as a result of sterility or physical handicaps; feelings of ecological responsibility in regard to the "population explosion"; or humanitarian responsibility for providing for the deprived.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Adoption	View a film on adoption. Discuss how adoption provides opportunities for homeless children to form meaningful family relationships. List on the chalkboard the motives for adoption, such as: ecological responsibility, humanitarian responsibility, companionship for a couple's own child or children, or childless family as a result of sterility, handicaps, or genetic considerations. Discuss these motives in relation to successful parenthood.
	Prepare a list of sources of children available for adoption, and requirements for adoption.
	Take a field trip to a children's home where children are available for adoption. Listen to the director explain adoption procedures. Summarize findings.
	Listen to a social case worker from a home where children are available for adoption. Learn the requirements for people who wish to adopt children.
	Write to the Department of Public Welfare in your state for materials on adoption. What laws govern adoption in your state?
	Write a paper on adoption procedures in your state. From what sources may a child be obtained? What requirements must adoptive parents meet? How long is the waiting period? How are parent and child matched? What type follow-up is done?
	Listen to a panel speak to the class on adoption. [NOTE TO TEACHER: Include on the panel such persons as a parent of an adopted child, a teenager or adult who was adopted, a person who has an adopted brother or sister.] Ask the panel questions about adoption. Discuss how adoption affected their lives. What are some reasons for adopting? What should an adopted child be told about her or his natural parents? When should the child be told? Should adopted children search for their natural parents?
	Debate the pros and cons of single parents adopting children. What problems are encountered when a single person tries to raise children?
	Identify laws and regulations which apply to adoption by a single person in your state. Obtain a copy of the law which applies to adoption by a single person. Obtain information from an adoption agency regarding its regulations.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Compare problems a single male and a single female might encounter in becoming an adoptive parent.
	Listen to carefully selected adoptive parents discuss the joys and adjustments of adopting a child. Discuss when, what, and why the child should be told she or he is adopted. [NOTE TO TEACHER: After students have studied about the process of adoption and some of the problems which may be faced by adopted children, organize a panel for adoptive parents and mature adopted children to address the class about ways these problems can be minimized. Focus questions on topics such as how to tell children about adoption, attitudes and feelings about adoption as children grow older, relationships of adopted children with natural parents.]
	Interview a friend or classmate who is adopted. How does the person feel about having been adopted? Does the person have any information about his or her natural parents? How does the person feel about adopted children searching for their natural parents?
c. Foster parenting	Listen to a social worker discuss procedures, general requirements, and state licensing requirements for becoming a foster parent.
	Interview a foster parent from the Foster Parents Association to gain a better understanding of the rewards and responsibilities of being a foster parent. Share your findings with classmates. Does the foster parent find it difficult to give up foster children when they are returned to their natural parents or are adopted?
d. Part-time parenting through community agencies	View the transparency, "Part-time Parenting through Community Agencies." (See p. 391.) What other alternatives can you name?
	Listen to a Social Services officer discuss opportunities for part-time parenting through the Children's Protective Services.
	Research opportunities and procedures for part-time parenting through state institutions such as state schools for the blind, mentally retarded, and physically handicapped. Share findings in class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify community agencies and organizations which need volunteers to work with children. Did your list include Scouting, institutions, schools, parks and recreational departments, and child welfare? What are the purposes and objectives of each organization or agency? What can volunteers do in each situation? How are children located? What are the potential benefits to both the child and the volunteer? To the child's parent(s)?
	Write a paper on the problems which result when parents can not or will not meet the responsibilities associated with parenthood. Base your paper on facts gained from reading books, articles, and viewing filmstrips or films.
e. Other alternatives	Listen to a representative or an organization such as Big Brothers/Big Sisters describe opportunities for part-time parenting with children from single-parent families. What requirements must the volunteer meet? How are volunteers and youngsters paired? In what kinds of activities do the volunteers and children get involved? What are the volunteer's responsibilities? The parent's responsibilities? What do volunteers see as the rewards of part-time parenting? What problems may be encountered?
	Interview persons in your community who are involved with children in a variety of ways. Identify opportunities for working with children in your organizations, hospitals, churches, schools, community projects and programs, social services volunteer programs, etc.
	Brainstorm to list jobs which provide opportunities to work with children. Examples: teacher, librarian, nurse, retail children's wear salesperson. Interview people in these jobs to learn what rewards they receive from working with children.
	Develop a bulletin board or a display of materials related to opportunities for part-time parenting. Use a theme such as: "Big Brother/Big Sisters," "Parenting Anonymous," "CARE," etc.

COMPETENCY: *Ability to analyze career and job opportunities*

TERMINAL PERFORMANCE OBJECTIVES: *Examine professional career opportunities related to family living.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Planning a Family Service Career 1. Professional careers	Listen to local home economists present information on professional careers related to family living, such as: pediatric nurse, homemaking teacher, social worker, clergy, social psychologist, marriage counselor, family counselor, sociologist, journalist, etc. Study descriptions of professional jobs related to family living in the *Dictionary of Occupational Titles.* Ask your high school counselor whether professional job opportunities in this field are increasing or decreasing. What is the anticipated trend for the next five years? View filmstrips or slides on careers related to family living. Relate these careers to your personal occupational desires. Write to professional organizations to obtain information about careers related to family living. What education is required for each? What colleges and universities in your area provide education for careers related to family living? Study college catalogs to learn what courses are required for a degree in home economics with a major in family relations. What high school courses would be beneficial for this major?
2. Career advancement	Interview a professional in the field of family services. Find out what opportunities for advancement are available to the beginning professional. What opportunities are available in the areas of management, administration, and self-employment? Is additional education needed for advancement? Are additional skills needed? Read a book on interpersonal or communications skills which can aid career advancement in any field. Make a report to the class on one or more of the skills you learned about. Involve the class in discussion, activities, or role play.

HOMEMAKING III

HOMEMAKING III
FAMILY LIVING

COMPETENCY: *Ability to analyze factors contributing to successful family living*

TERMINAL PERFORMANCE OBJECTIVES:

Examine the history of the family.

Outline the basic tasks of families.

Determine the effects of culture on the family.

Analyze laws related to the family.

Determine the impact of change on the family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Putting the Family in Perspective 1. History of the family a. Early families	Study references describing the lifestyles of some of the first peoples. What activities had the highest priority? Why? Why was more emphasis given to meeting physical needs than psychological needs?
b. American families 1) Past 2) Present	Read a book about colonial American families. Prepare a short report telling how colonial American families lived. Give examples of ways colonial American families differ from families today.
	Visit a museum and/or antique store. Note early possessions of families. Look at the furniture and tools, and compare equipment, furniture, and appliances used today. Tell how you believe early families performed tasks and functioned differently from today's families.
	Interview a grandparent or other older person in the community. Find out how they lived as children—lifestyles, family roles, and division of labor. Inquire about transportation, work, social life, attaining food, occupations, etc. Report your findings to class.
	Using the *Reader's Guide to Periodical Literature, Education Index, New York Times Index,* etc., read articles on family problems written between 1932 and 1936, 1950 and 1956, or 1965 and 1970. Describe how families then were different from families now.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Write skits describing a day in the life of an American family in the past and in the present. Present to class. Discuss advantages and disadvantages for families of both periods. Examine the past roles as perceived by others regarding the single, divorced, or widowed person.

Watch TV shows about the American family. View one showing the early pioneer family and one showing the present day family. Compare the difference in these two in a class discussion.

c. Families of other cultures

Name various cultural groups of American society in the past (an American Indian tribe, Germans on the Texas frontier, Quakers in early Pennsylvania). Read reference books, history books, and/or library books to learn more about their lifestyles. Report your findings to the class.

List various cultures represented in American society today. Give examples of family patterns that are similar and different from your own.

Study resources to identify characteristics of American family life in a cultural group which is different from your own. Examples: religious groups, such as Amish, Mormon, Mennonite, or Seventh-Day Adventist; a racial group, such as black, Mexican-American or Anglo families; or a local concentration of immigrants from another country. How is the group's lifestyle similar and/or different from your own? What are the group's attitudes toward public institutions? Marrying outside the group? Family roles? Division of labor in the family? Report your findings to the class. If possible, interview resource persons.

Study references to gain information about families in another culture. Examples: an Israeli kibbutz, Christian and Muslim Filipinos, Chinese, Japanese, African. Describe the lifestyle of families in the culture. Describe ways family life in the culture is similar and/or different from your own. Compare family roles in a family in the culture with the family roles in your family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Basic tasks of families a. Provisions for physical care and development	Complete the following statement; Good physical care is important because __________. Make a class list of the reasons given. How important is physical care for proper development? [NOTE TO TEACHER: A review of the transparency on p. may help in recalling basic tasks of families.] Discuss ways families make provisions for physical care and development of all family members during the various stages of the life cycle. How do the following contribute to the physical care and development of family members: food, clothing, housing, recreation? Identify family resources which can be used to meet the physical needs of food, clothing, shelter, and health care. Did your list include skills, time, energy, and equipment, as well as money? Write a description of a family's minimum needs for food, clothing, shelter, and health care. Write a description of optimum provision of food, clothing, shelter, and health care within the family. How do the two descriptions differ? Work in four groups representing ages 0-5, 6-10, 11-14, and 15-18. Discuss and identify the physical care parents give children at each age. Share your ideas with the class. Find articles which describe ways families can produce at least part of their own needs. How can gardening and preserving food help meet food needs? How can sewing, remaking, and altering garments at home help meet clothing needs? What do-it-yourself repairs and remodeling activities can make meeting family housing needs easier and less expensive? Discuss ways care of food, clothing, and shelter contributes to the physical well-being of family members. How does proper care of food save money? Prevent food-borne illness? How does proper care of clothing prevent the spread of illness? Prevent allergic reactions to laundry products? How does care of the home help prevent illness?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Provision for cognitive development	Define *cognitive development* by using resource books in the library, texbooks, or the dictionary. What role does the family play in cognitive development? Brainstorm to identify ways people attain and use knowledge. How many of the ways identified occur within the family? Are encouraged by the family? How do families provide opportunities for learning? How do families reinforce the cognitive development of their members? Check with references. Show how a child's cognitive development can be stimulated in the home by demonstrating toys or games to other class members. Explain what makes each toy or game beneficial to cognitive development. Develop a list of games, toys, and other items that can be used to promote cognitive development. Be sure to include toys that can be homemade and games that cost nothing. Include toys and games that encourage cognitive development in a variety of ways, and for different ages. Discuss ways people learn to communicate. What are the parent's responsibilities in helping children learn to communicate effectively? What may result from using "baby talk," or incorrect words or pronunciations, when talking with a young child? Why is it important to give a young child many opportunities to communicate? How does the way parents communicate influence the way children communicate? What effect might the following have on learning to communicate effectively: whining, substandard English, yelling, little communication in the family? What effect might parents' communication styles have on their children's marriages? Discuss ways children learn to make decisions. What can families do to encourage development of decision-making? Why is it important to give children decisions to make appropriate for their age level? Why is it important for children to learn to take responsibility for their decisions? How can parents encourage this?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm in small groups to develop a list of community activities or resources which offer opportunities for cognitive development. Examples: library, discussion groups, classes, etc.
	Study resource books to find out how families can establish an environment that stimulates cognitive development. How do parents' attitudes toward the following affect children's cognitive development: books, reading, toys, school, music, art, role of children in the family, role of parents? How do families support the cognitive development of adult members? How important is the use of resources such as books, magazines, classes, membership in organizations, etc.? What free or inexpensive resources in the community can aid in the cognitive development of family members?
c. Provision for emotional development	Define *mental health*. View the transparency, "Characteristics of a Mentally Healthy Person." (See p. 354.) How can the family promote mental health?
	Study references to gain a better understanding of emotional development. Share your findings with the class. Discuss differences in the emotions of children, teenagers, and adults. How can healthy emotions be encouraged in the family?
	Brainstorm to identify ways parents, other adults, and siblings contribute to the emotional health of family members. How do families provide emotional rewards? Reinforcement? Love? Acceptance? How can families aid in the acceptance of personal and family triumphs? Crises? What contributions do families make to the philosophies of life of its members? How do families require and enforce loyalty in their individual members? To the family itself? How does loyalty relate to emotional development?
	Listen to a child development teacher talk to the class on the emotional development of children. How can parents encourage healthy emotional development?
	Visit a child care center of playground and observe the emotions of children of different ages, and at different times and situations. Identify the emotions expressed. Develop a list of guidelines for helping children develop stable emotions. Compare your list to a classmate's.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Socialization of family members and maintenance of order	Define *socialization.* Discuss ways families encourage socialization in their members. How do family members make their expectations known? How are children taught family expectations? Cultural expectations? Societal and legal expectations? How is acceptance of these expectations enforced by the family?
	Brainstorm to identify ways individuals learn to socialize. What experiences can families provide to encourage children and other family members to socialize? What is the difference between *socialization* and *socializing?* Check references for other ideas.
	Identify differences in behavior expectations which may exist between husbands and wives. What may cause these differences? How can these differences be resolved? What differences in expectations may develop between parents and their children? Why may this occur? How can differences in the expectations of parents and teenagers be resolved? How do expectations relate to socialization?
	Recall something you have done which your parents approved. How did they show their approval? How does reinforcement of suitable behavior increase the likelihood of suitable behavior in the future?
	Brainstorm to identify ways families help to maintain order in our society. What expectations do parents pass on to children? How does the fear of negative reactions of your family prevent socially unacceptable behavior? Check references for additional ideas.
	Give examples of activities where your family interacts and socializes with other family members. Examples might include family reunions, Christmas, Easter, July 4th, birthdays, weddings, funerals, and graduations. Describe to the class the most memorable family gathering you have had. What made the event special? What do you remember most about it?
	Select one family activity that class members have in common. Analyze the activity to find out what makes the activity special for each class member. How does the activity vary from family to family? Outline the differences.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask each member of your family to make a list of their friendships and relationships outside the family. Count the number of persons named by each family member. Ask each family member to describe the importance of having friendships and relationships outside the family. Compare your findings with those of other class members.
	List the ways in which your family is similar to other families in your neighborhood or community. List ways your family differs. In what areas is there agreement? How does this relate to socialization?
	Plan an activity for your family. Write a follow-up paper including a brief statement on the success or failure of the activity. What improvements could be made for the future? Did you consider all family members in your planning?
e. Placement and involvement of members in larger society	Write a paper describing ways your family relates to the extended family (grandparents, uncles, aunts, nieces, nephews), to in-laws, and to the community. How does your family determine its responsibilites in these areas? How would you describe the involvement of your family's members in the larger society? How does a family "place" a member in society?
	Collect newspaper articles illustrating ways families have affected the community. Does society have something at stake in marriage? Give examples. What is the relationship of stable marriages to a stable community?
	Interview your parent(s) to find out what civic roles and responsibilities are assumed. Compile a class list of opportunities for civic participation in your community. Why do your parent(s) participate in civic activities? How do such activities improve the community?
	Use references to find a definition of *civil role.* Name some civil roles. Why are they important?
	Give examples of various organizations in your community that family members can be involved in. How do families influence the placement and involvement of family members in society?
	Listen as the mayor or leader of a community organization speaks on getting involved in your community. Note the various activities, functions, and organizations mentioned.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe various leaders in your community or school. Identify qualities these people have in common. How do families help to develop these individual qualities?
f. Allocation of resources	Define the terms *values, goals,* and *standards.* Discuss ways families identify their goals. How do values and goals affect the allocation of resources?
	Differentiate between a *need* and a *want*. How do family needs and wants affect the use of family resources? How do *family needs* and *family member needs* differ? [NOTE TO TEACHER: Review of the transparencies on resources, p. 366, and basic needs, p. 355, may be useful.]
	Work in groups to make a class list of family resources. Individually check all of the resources on the class list which are available in your family.
	Make a list of the basic necessities, including clothing, housing, food, etc. Beside each necessity, write the percent of money an average family spends per month on that item. Use resources as needed. Ask your parents to compare the amount your family spends on basic necessities with the percent of income spent by an average American family.
	Give examples of ways that you can help in the allocation of family resources. Who is responsible for the allocation of resources in your family? How does your family teach you to allocate resources?
	Read a case situation in which a family must decide how to use its resources to meet a crisis and still promote the family's values and goals. Identify the family's apparent values and goals. What resources are available? What alternatives could be followed in this situation?
g. Division of labor	Brainstorm to list as many possible task roles as you can of family members. Which members traditionally assume each role? Each task? Why have these traditional roles changed? Discuss responsibilities which family members must assume. Relate the responsibilities to the family roles identified.

Identify ways cooperation among family members may be achieved. Why is this important? Do some duties have more status than others? Can the status of duties be changed? How?

Role play situations where one family member has failed to carry out assigned duties. What types of conflict are created? How can such a problem be resolved?

Develop check list on duties done in and around the home. Put a check mark beside the duties that are your responsibility. Put an X by the duties which you do not do, but could. How are duties assigned in you home? [NOTE TO TEACHER: Assign students to perform one of the duties with an X for one week without telling other family members.] What are your feelings after completing the task at home? How did your family react to your willingness to take on a new duty?

Discuss the following questions: Does the acceptance of duties by family members affect the maintenance of satisfactory family relationships? How? Why? How does personal adjustment to responsibility relate to the maintenance of satisfactory family relationships? How may an individual achieve self-satisfaction through acceptance of responsibilities?

Identify a role you would like to have in your present family or in a future family. Identify responsibilities associated with that role. How could assuming those responsibilites help you to fill the desired role?

h. Reproduction, recruitment, and release of family members

Identify ways in which family size may be increased or decreased. In what situations are family members recruited? How are members released from the family?

Brainstorm to identify adjustments which must be made when members are added to the family. Identify adjustments which must be made when members are released from the family. Check with resource persons.

Listen to a panel discuss adjustments necessitated by adding or releasing family members. [NOTE TO TEACHER: Panel members might include a new parent, someone whose aging parent has joined the family, someone whose child has left home, someone whose adult child

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	has returned home, someone who has recently divorced.] How did the family's housing needs change in each situation? How did the change affect the division of tasks? How did the change affect the family's finances? What emotions did various family members experience? What problems were encountered? What rewards were experienced? What responsibilities do families have for reproducing, recruiting, and releasing family members?
3. Family in the Social Structure	Discuss ways families interact with the larger community. What contribution does the community make to the family? What contributions does the family make to the community? [NOTE TO TEACHER: A transparency, "Impact of Society on the Family," p. 392, will add to the discussion.]
a. Socioeconomic status	Define *income level*. How does the income level to which you belong influence your early socialization? Opportunities in life? Role expectations? Values? How does income level affect the organization of society? How does income level affect your likelihood of acquiring an education? The type of education you are likely to acquire? Your educational motivation and success? Your occupational aspirations? How does income level influence your age at marriage? Marital success? Family size? Childrearing? Recreation? Food habits?
	Discuss factors which determine income level. How do economic conditions influence income? How does the value system of the society influence income? What is valued in our urban-industrial society? Why?
	Study references for characteristics of upper, middle, and lower income level families. Describe ways the following factors might indicate income level: family background, values, family size, housing, employment, marital stability, childrearing practices, family roles, education, social interaction. [NOTE TO TEACHER: Be careful to avoid stereotypes here.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Examine your family. What is your income level? How is it determined? What educational levels and occupations are found in your family? What type of housing and neighborhood do you live in? What social groups do you associate with? How does your family's socioeconomic status affect your role in the community?
	Identify factors related to upward mobility. Which income levels have the most upwardly mobile persons? What percentage of people remain at their parents' income level? What effects may upward mobility have on families? How can the stress of upward mobility be minimized?
b. Social life	List social activities and clubs or organizations your family enjoys. Compile a class list. Explain how the activities you listed allow your family to relate to the community. How may these activities improve family rleations? How can personal needs be met through them?
	Discuss the importance of social life in your family. How would your family be different without this social life? How does your social life affect your attitudes?
	Compare and contrast contemporary recreational activities to recreational activities popular in your grandparents' youth. What are the similarities and differences?
	Contrast two community social situations to illustrate differences in opportunities for growth and development of children from different income levels and backgrounds. What accounts for these differences? List as many factors as you can, besides money.
c. Leisure	Discuss the statement, "All work and no leisure makes a dull day." Is play leisure? Why is it important to have leisure? How do leisure activities help to relieve stress? What types of activities are appropriate uses of leisure time?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss ways values, goals, and standards help determine the family's use of leisure. What effect will the family's use of leisure have on the community? How can the family's use of leisure contribute to family harmony, as well as better community relations? Can a family's poor use of leisure contribute to disharmony? How?
	Explain how families can spend leisure time together. Describe things that can be done as a family, such as campouts, vacation trips, etc. How can these activities contribute to positive family relationships?
	Plan at least three leisure activities that would involve all members of your family. If possible, carry out the activities. Report to the class on the success of the activities and your feelings concerning them. [NOTE TO TEACHER: This could be adapted as a home experience.]
d. Community responsibilities	Compile a list of characteristics describing an ideal community. How does this list compare to the community where you live? Who is responsible for providing the type of community desired? What is the family's role in meeting these responsibilities? What is the individual's role in these responsibilities? How can individuals and families help establish, maintain, and support needed community services?
	Listen to resource persons, such as community leaders, law enforcement officer, or health officials, speak on the community responsibilities of families. Compile a list of citizenship responsibilities. Discuss the implications for individuals and family members.
	Determine how family attitudes are molded in relation to community services and institutions. How do these attitudes influence the well-being of the community? Identify positive and negative influences tht the family has on the community.
	Recall specific derogatory remarks you have heard adults make about employees in community institutions and services. Relate the comments to the formation of young person's attitudes.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play ways parent(s) and other adult(s) can instill constructive or destructive attitudes in children toward community institutions and/or services, such as police, church, school. How will these attitudes affect relationships between the community and the family?
	Study resources to determine the extent to which institutions are taking over family functions. Debate the pros and cons of institutional involvement in family affairs.
	Debate the advantages of a community providing services for the family vs. the advantages of the family providing their own services. List services a community can better provide, and services which a family can better provide.
e. Ecological responsibilities	Reach a class definition of *ecology*. Compare the class definition with a dictionary definition of ecology.
	Brainstorm to identify things you have consciously or unconsciously done to contribute to pollution, such as littering, throwing away materials which could be recycled, etc. How can you control pollution?
	Collect newspaper clippings or magazine articles depicting ecological problems. What seem to be the most prevalent problems? What solutions have been proposed? What controversies exist? Why is solving an ecological problem so difficult?
	Read current books and/or articles on ecology and give an oral report to class. Relate your readings to the family's ecological responsibilities.
	Clip or take pictures illustrating ecological problems in your community. Examples: trash in alleys, weeds, in vacant lots, industrial waste, mesquito-infested ponds, smog. Construct a bulletin board of pictures depicting ecological problems in your community.
	Listen to a guest panel of various student leaders discuss, "What My Generation Can Do to Change Attitudes and Actions Toward Ecological Problems." Participate in a question-and-answer session to clarify the role of teenagers in preventing and/or alleviating ecological problems.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write for materials on recent legislation concerning ecology. What effect does legislation have on ecology (pollution control regulation, licensing for hunting and fishing, control of food and drug additives)?
	Brainstorm to list areas of world ecological concern. Compare to ecological problems in your community or neighborhood. How many problems are similar? Discuss methods of preventing or alleviating these problems. How can the family help with ecological problems?
	Debate the issue: "To improve the world's ecology we must change our lifestyle." vs. "We can't afford to change our lifestyle just for the sake of ecology." What changes might occur in our economy, occupations, housing, activities, and consumer products if ecology were given a higher priority?
	Evaluate your attitudes and values toward ecology by discussing statements such as "I know I shouldn't litter, but I hate for my car to be cluttered," or "I don't care if there is an energy crisis. I want to own a big car."
	Study refernces to identify ways the family can use resources wisely. Examples: reduce consumption of gas, electricity, water; buy or renovate housing for energy efficiency.
	Work with your family to identify ways your family could reduce its consumption of gasoline, electricity, and water. Set a goal to reduce energy consumption by 10 percent in one month. Report the results of your efforts to the class.
	Conduct a contest in your class or school in which families try to see how much they can reduce their energy consumption. Obtain news coverage for the contest. Award prizes donated by a local business to the winners. [NOTE TO TEACHER: The contest would be a good FHA/HERO project.]
4. Culture and the family a. Effects of culture on the family	Identify various cultures within your community. Discuss the origins of the different cultures.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Listen as an adult from a specific cultural group visits the class and prepares foods from that culture. Ask the guest to tell about the culture. How does this culture involve various family members in its traditions?

Exhibit souvenirs from various countries. Discuss the tradition and customs of each country and what the function of the sourvenir is in that culture. Locate on a map or globe the countries represented.

Read a current magazine or newspaper article or watch a TV program which depicts a culture different from your own. Share your observations with the class.

Design a bulletin board with pictures portraying different customs and traditions. Emphasize different ways holidays and other special events are celebrated. How does celebrating different holidays affect your place in society?

Choose an event or tradition which is significant in most cultures (birth of a child, death, marriage). Study about the history of the event in different cultures. Write a paper summarizing your findings.

Attend a cultural event or participate in a cultural tradition in your community. Find out about the history of the event or tradition. Who participates? What are the roles of the participants?

Participate in or attend a cuture fair. Plan and develop bulletin boards and exhibits of items representative of various cultures. If possible serve foods representative of the cultures included. [NOTE TO TEACHER: This might be an FHA project.]

Discuss how ethnic organizations are valuable to the family. What ethnic organizations in your community can you name? (D.A.N.K., Scottish Heritage Society, COMA)

Write down all the ways you feel your family's ethnic or cultural membership has affected your diet, your attitudes toward different things and other people, and your life. Compare lists with other classmates. How does culture or ethnic group affect a family?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss ways in which people from different cultures are often stereotyped. What influence could this stereotyping have upon the family and the community? How are cultural backgrounds reflected in TV shows? Are they stereotyped? How may mass media programs contribute to a better understanding of various cultures?
	Discuss ways to promote understanding of individuals from a different cultural group, such as sharing views of life, defining differences in terminology, and sharing recipes.
	Listen to a resource person discuss family patterns and structures in another culture. Discuss the subtle influences of culture on your viewpoint.
	Prepare a family tree for your family. Research and diagram the historical lineage of your family. What cultures are in your background? Have they influenced your family? How?
	Write a paragraph expressing your views on why America is called the "melting pot of the world." Share and compare your ideas with the class. Some people refer to the United States as a "salad" rather than a "melting pot." Why would they call it a "salad?"
b. Family contributions to preservation of culture	Define *acculturation.* What pressures are exerted on families to adopt customs of the major cultural group in an area? How does the major cultural group benefit from other cultural groups in the community?
	Name one custom in your family or cultural group that is of real value to you. How would you feel if it were taken away? Why is it so important to you? Explain why customs are so important to families. What purpose do customs serve? Describe ways your family has transmitted its cultural background to you.
	Listen to a resource person explain how traditions and customs have been preserved within that person's family. How do you decide which customs to discard? To keep?
	Discuss as a class how the influence of some cultural groups have begun to weaken. What controls on an individual does the family's culture make? What conflicts

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	occur when your family's culture differs from that of the majority? What pressures in American society "homogenize" the cultures in the United States? What advantages are there to acculturation? Explain how the "best" of a culture can be retained while "dysfunctional patterns" are dropped. Give examples.
5. Family law a. Birth control	Define *family law*. What topics does family law deal with? How are family laws made? What agencies administer family law? What roles do courts play in applying family laws?What role does public opinion play in the passing and implementation of family law? How does the Supreme Court "make laws" through its decisions? [NOTE TO TEACHER: A transparency on p. 393 outlines some of the areas covered by family law.] Listen to a legislator from your locale or a teacher describe how laws are made. How can individiuals and groups make their opinions known to legislators? Write to your state bar association to obtain current information about family law. Ask for information about laws on birth control, marriage, divorce, child custody, and rights of juveniles. Read state and national legislative reports of recent discussion on matters of family law. What issues are being discussed? Study references to identify laws related to birth and conception. Does your state guarantee the right to regulate the use of contraceptives? What rights do individuals have to contraceptive information? What laws relate to artificial insemination? Genetic screening? Sexual dysfunctions? What laws affect a woman's choice to an abortion? Do juveniles need parental consent to use contraceptives or obtain an abortion? On what constitutional rights are these laws based?
b. Paternity actions	Study references to identify laws in your state related to establishing a child's paternity. What actions may be taken to establish paternity? What role do courts play in determining paternity? How are child support obligations established? How long do child support obligations continue?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a speaker from child welfare, or the district or county attorney's office describe the determination of paternity and child support obligations. Ask questions to clarify point which are unclear to you.
c. Marriage law	Study references to identify the marriage requirements in your state. What requirements must be met to obtain a marriage license? When is parental consent required? What requirements must be met by the marriage ceremony? Under what conditions may a marriage be declared void? What persons are not permitted to marry in your state? Under what conditions may a person remarry?
	Listen as a lawyer speaks to the class on marriage licensing, age, blood test, prohibited relationships, and the marriage officiator. Make note of the various guidelines given.
	Use a dictionary or references on family living to find a definition of *monogamy* and *polygamy*. Explain how the two terms differ. Which is permitted in the United States?
	Write a research paper on one of the following legal topics related to marriage: common law, cohabitation, marriage (license, age, kinship, racial and religious intermarriage, ceremony), name change, support of spouse, rights of wives, rights of husbands, remarriage, bigamy, adultery. Express your view on material researched and support with facts which you read.
d. Termination of marriage	Identify the four ways marriage may be terminated: legal separation, annulment, divorce, and death. How do the first three differ? Brainstorm to identify the possible legal aspects of each.
	Study references to identify divorce laws in your state. What procedures are followed under a fault approach? Under a no-fault approach? What grounds are considered sufficient for granting a divorce? Is counseling required as an attempt to save the marriage? How are decisions regarding property division, alimony, child support, and child custody made? What input are children allowed in child custody cases?
	Listen as a lawyer, judge, or divorced person speaks on the costs and complications of a divorce. Summarize these in a paragraph.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a research paper related to one of the following legal topics related to the termination of a marriage: legal separation, divorce (child custody, child support, visitation rights, alimony), grounds for divorce, procedures, costs, restoration of name, death (burial regulations, insurance, Social Security, inheritance, wills).
e. Juveniles	Write a paper summarizing your legal rights as a juvenile. How can you act to protect your own rights? What are your legal responsibilities?
	Brainstorm and research to identify ways young people can be involved in juvenile court procedures. Under what conditions may the state request custody of children? What actions of youth may result in their being sent to juvenile court?
	Listen to a juvenile officer of the police or sheriff's department, a juvenile probation officer, a social worker, or a juvenile court intake worker or lawyer describe juvenile court procedures. How are the young persons's constitutional rights protected? What is the purpose of the juvenile procedure? What alternatives may be followed if the juvenile is found delinquent?
	Listen to a juvenile probation officer or social worker describe his or her role in supervising juvenile delinquents. What are the responsibilities of the officer? Of the juvenile's parents? Of the juvenile's foster parents? Of the juvenile?
	Debate one of the following topics: (1) Parents have a duty to support their children. (2) Parents should be able to punish their children physically. (3) Children should obey their parents. (4) Parents have a right to their children's earnings. Work with a partner. One person should speak for the statement (pro) and the other should speak against (con). Spend ten minutes preparing and two minutes presenting your side.
	Write a research paper on one of the following legal topics related to children: birth certificate, legitimacy, child abuse, stepchildren, abortion, child support, obtaining medical advice without parental consent, contraceptive devices and advice, runaway children, earnings of a child, medical care for a child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in groups to solve case study problems related to family law. Identify the laws related to each case. Identify each person's rights and responsibilities in each case. What is the court's responsibilities in each case?
	Take a field trip to a local court in session. Write a paper identifying the type case, the facts of the case, and the laws involved. If you were the judge or jury, how would you decide the case?
	Debate a local ordinance, or state or national law which is of current interest. What is the present law? What changes are proposed? What are the pros and cons of the proposed changes? Will the family be affected?
	Organize a workshop on family law to be held for students and parents in your community. Invite speakers to discuss various aspects of family law. Include sessions to allow parents, students, and legal experts to exchange ideas and opinions. [NOTE TO TEACHER: The workshop could be planned as an FHA activity.]
6. Impact of change on the family a. Technological change	Cite recent technological changes. Compare them to technological changes since the Civil War. How do you account for the tremendous acceleration of change during the past 20 years?
	View a film on ways technological change affects the family. What factors are affecting the individual or family? How does perception of change influence the family's ability to cope with change?
	Study resources to identify some of the technological changes occurring today. Discuss as a class how these changes might cause a change in lifestyle for families.
	Discuss the effects of the following current technological advancements on the family: industrialization and urbanization, mobility, labor-saving devices, mass media, and medical achievements.
	Discuss as a class which geographical areas have experienced the most change in technology. Why would families in these areas be more affected?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Consider ways technological change has affected your family. What determines the effect of change upon each individual in the family? Point out the advantages and disadvantages that have resulted from the change. Consult other family members for their opinions. Chart the advantages and disadvantages and share them with class members.
b. Ecological change	Study resource books, newspaper articles, or magazine articles to identify a current ecological change. Share your findings with the class. Make a class list of the changes identified. Discuss the ecological changes taking place in your community today (new highway, new dam, new reservoir, MX missile, atomic or chemical waste site). List the major changes families encounter as a result of these changes. Divide into buzz groups to discuss the following questions: In what ways might ecological changes cause personal values to change? How can ecological problems cause changes in family lifestyle and size? How can increased education help families to adapt to ecological changes? Draw conclusions.
c. Socio-psychological change	List causes for the psychological stress that families and individuals experience as a result of social, technological, and ecological change. Examples: mobility, changing roles of men and women, pressures for economic success, changing moral and traditional structure, etc. [NOTE TO TEACHER: A transparency on p. 394 could be used to prompt discussion.] Draw a cartoon to illustrate social changes in your family's life that have caused a change in lifestyle. Explain your cartoon to other class members. Read newspapers and collect articles relating to social change. Summarize your article, pointing out the changes to other class members. How does social change result in psychological change? Write a case study describing how social change could have an impact on the family. Describe the problems involved and which family members could be affected most.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Write a "letter to the editor" of your school or local newspaper. Describe a particular social change that has taken place in your community. Explain the impact it has had on your community and family.

d. Adaption to change

Read a book prediciting what the world will be like in the future, such as Alvin Toffler's *The Third Wave.* Identify the potential impact of the changes described on the family of the future. How important is the ability to adapt to change? What problems are families likely to face in the future? Report your findings to the class.

View a transparency on how to deal with change. (See p. 395.) How can change be positive? What is the most important element in adapting to change?

Report orally on a change you have made because of social, technological, or ecological changes. How did your family adapt to this change?

Identify consturctive ways to adapt to change. Relate the ability to cope with change to a general ability to cope with ordinary family adjustment problems. Discuss.

Develop and present a comical skit or play illustrating ways to adapt to change.

Read case studies which illustrate people who have had to make changes. Identify problems or complications experienced while adapting to the change. Propose ways that adaption to the changes could have been made more easily. [NOTE TO TEACHER: Case studies might include such topics as a woman returning to the job market, a family with reversed wife-husband roles, a major move, a change to a simpler lifestyle from a highly urbanized situation, a family living near a chemical waste site.]

COMPETENCY: *Ability to distinguish characteristics of each stage of the family life cycle*

TERMINAL PERFORMANCE OBJECTIVES: *Outline the characteristics of the family at each stage of the family life cycle.*

Point out possible adjustments, problems, and rewards at each stage of the family life cycle.

Examine support systems and services available to the family at each stage of the family life cycle.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Completing The Family Life Cycle	View transparencies depicting the family life cycle. (See pp. 368-374.) Identify the stages in the family life cycle. What are the characteristics? Do any changes need to be made in these models to depict "real" families? Prepare a bulletin board titled"Family Life Cycles." Find pictures that depict each stage of the family life cycle. Add new pictures as each stage is studied. Illustrate possible variations in family life cycles which occur due to variations in family patterns. Collect cartoons or comic strips showing families at different stages of the family life cycle. Group the cartoons by stage. Use the cartoons to prepare bulletin boards of each stage as it is studied. Identify situations in which families may be in more than one stage of the family life cycle at a given time. Determine which stage or stages of the family life cycle your family is in at this time. Write a paragraph explaining your conclusion. Brainstorm to identify changes that take place in the family during the life cycle. Discuss ways the changes may alter family relationships and responsibilities. Listen to a marriage counselor describe problems which may occur in families who are unprepared for changes during the life cycle. What steps can families take to prepare or anticipate changes?
1. Developing stage a. Characteristics	Discuss characteristics of the family in the developing stage. How old are the children? Where may working adults be in their careers? What income is characteristic? What type housing does the family need?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel of parents discuss tasks, responsibilities, and decisions common to families with older children and teenagers. List the decisions named. How do parents' responsibilities for care and development of their children change as the children grow older? How do routines change? On what basis are tasks divided? How do housing, food, clothing, and health care needs change? What effect do these changes have on the family budget? How does the guidance parents provide their children change? How can parents encourage increasing independence and responsibility in their children? How can parents show love and acceptance to older children and teenagers? What responsibilities do parents have for developing and maintaining the family unit? What problems may occur during this period?
	Develop a questionnaire for interviewing family members in the developing stage of the family life cycle to identify the demands on family resources at this stage. What are the most time-consuming aspects of family life at this stage? How are homemaking tasks and responsibilities divided among members of the family? On what basis are tasks divided? In what outside activities do family members participate regularly? How much time is spent in these activities?
	Summarize characteristics of the family during the developing stage. How is this stage similar to earlier stages? How is it different?
b. Adjustments, problems, and rewards	Identify at least five adjustments that a family with older children and teenagers might have to make. Rank the adjustments by their importance. How would each affect the family members?
	Find pictures showing areas of adjustment typical of families with older children and teenagers. Did the pictures communicate emotional, financial, and social problems? Share your pictures and captions with the class.
	Point out ways that values, goals, and standards may change as family members progress through the developing stage of the family life cycle. Describe ways your values, goals, and standards have changed.

Role play situations that portray teenagers in situations involving their increased desire for independence. Discuss ways you have been taught to be independent. What additional independence do you desire?

Write a description of a possible conflict between parents and teenagers or young adults. Place the description in a box to be used as a basis for role play. [NOTE TO TEACHER: The transparency, "Family Crises: Problems with Adolescents" on p. 396 may be useful.]

Discuss the role of communication in making family adjustments during the teenage years. How can a lack of communication cause problems between parents and their children? How can communication provide important opportunities for sharing between parents and teenagers? How can communication contribute to family closeness?

Work in small buzz groups to discuss the barriers known to hamper good communication. Suggest possible ways to improve communication between older children, teenagers, and their parents. [NOTE TO TEACHER: Transparencies on communication, pp. 431-434 can be useful throughout this section.]

Role play situations involving communication between parents and teenagers. How can communication between parents and teenagers be improved? How do you think the teenagers felt in each situation? How do you think the parents felt?

Define *independence* and *self-reliance* by referring to textbooks and/or reference books. Arrive at a class definition of these terms. Identify ways teenagers can achieve increased independence and self-reliance.

Identify changes which may occur in a family as children grow older. How does the earning power of parents compare with the earning power of parents in other stages of the life cycle? How can teenagers help to alleviate the financial pressures created by their expanding needs and activities? How can communication help to reduce financial stress? [NOTE TO TEACHER: The transparency, "Family Crises: Financial Problems" may be of use. (See p. 397.)]

Keep a record of all the money you spend for one month. Ask your parents to estimate the portion of the family budget which provides for your food, clothing, shelter, and other expenses. If you work, outline the contributions your earnings make to your family's budget.

Write responses to the following: "The biggest problem I have with a brother or sister is ..." Share the problem you described with classmates. Do any of your classmates have similar problems? Brainstorm to suggest ways the problems identified might be resolved satisfactorily. What role does communication play in the solutions suggested?

Role play a situation in which an older sibling moves away from home. The older sibling and a younger child had been sharing a room. The older child returns for a visit and the younger one has taken over the room. Discuss the feelings and emotions of each.

Identify situations in which parents have the opportunity to show trust or mistrust of their teenager. Show ways each could be exhibited in the situation. What are the effects of showing mistrust? Of showing trust? [NOTE TO TEACHER: Situations might include suspicion of smoking pot, drinking, having sexual relations, shoplifting, smoking cigarettes, spending a weekend on a college campus, failing to call when car trouble results in a late return from a date.]

Debate: What merits your trust in another person? Must trust be earned? Why might parents mistrust teenagers? How can teenagers learn to trust? To be trusted?

Write to an advice column seeking help in a hypothetical situation relating to an emotional problem between a parent and a teenage son or daughter. Example: jealousy among siblings because of parental actions. [NOTE TO TEACHER: Collect papers and read for credibility. Type and return anonymously to class members without names attached. Have each student write an answer to the problem. Divide class into small groups to discuss. While in small groups, have students decide which situations should be discussed as a class.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Consult parents of older children and teenagers to find out the rewards at this stage. Make a list of these rewards to share in class. As a teenager, do you feel any special rewards at this stage in your family? Are you able to share more with your parents now than when you were younger? How have you and your parents benefited from your development of independence and self-reliance? Discuss in class.
	Develop guidelines to follow to make family living more rewarding during the developing stage. Compare your guidelines with those developed by a classmate. Are there similarities? Follow your guidelines and report the rewards in a written paragraph.
c. Support systems and services	List sources of aid for developing families in stress, such as counselors, churches, legal counsel, medical advice, financial counselors, and juvenile departments. How may these resources vary from community to community? Which are available in your community?
	Work in small groups to research and give oral reports on services offered in your community, such as Big Brothers/Big Sisters, YMCA, YWCA, Family Service Center, church groups, Boy's Club, Explorer Scouts, and counseling services. Include information on how to obtain these services.
	Contact one of the support systems or services available in your community. How could the service be of benefit to you? Outline situations or reasons you would use the service.
2. Families as launching centers	Discuss the following definition of *launching:* "To go forward." How does this definition relate to families?
	Prepare a bulletin board illustrating reasons for leaving the family, such as marriage, desire to live on your own, job, or school.
a. Characteristics	Discuss characteristics of families in the launching stage. How old are the children? In what activities may the children be involved? What may be characteristic of the family's finances?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel of parents and young adult children discuss the launching stage of the family life cycle. How is this stage similar to and different from other stages?
	Summarize characteristics of the family during the launching stage of the family life cycle. Identify the family's major expenses, housing needs, financial adjustments, responsibilities, developmental tasks, and other characteristics.
	Brainstorm to clarify what responsibilities the teenager or young adult has toward the family during the launching stage. What responsibilities do parents have? List these responsibilities on the board. Compare the two lists.
	Express your views on the responsibilities parents have in the launching stage by debating the following statement: Parents' financial responsibilities end when a child reaches 18.
	Interview families in the launching stage of the family life cycle to determine the decisions parents and adult children need to make at this stage. Examples: whether children will further their education, who will pay for further education, type and size wedding, how wedding expenses will be met, what financial support (if any) parents will provide to help their children get started on their own.
b. Adjustments, problems, and rewards	Listen as a panel of several parents in the launching stage speak on their adjustments, problems, and rewards. Make a chart listing both the positive and negative experiences mentioned. [NOTE TO TEACHER: The transparency "Family Crises: Aging and Retirement" has suggestions. (See p. 398.)]
	Listen as a panel of ex-students or young adults who have left their original families share adjustments they had to make in dealing with their families after launching out on their own. What adjustments are similar to those mentioned by the panel of parents? Do you ever cease to be your parents' child?
	List and discuss the responsibilities that need to be given by the family to the young adult in order to encourage independence. How can this be rewarding for both?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Examine one specific reason why a child might decide to leave home. Outline positive and negative experiences which might be associated with that decision. How could you and your family adjust to the situation?

List some causes of family tension during the launching stage. Discuss each cause. What could be done to relieve the tension?

Discuss conflicts which may develop over the behavior of released or recruited family members. How can these differences be accepted? How can conflict be avoided? How can a climate of love be maintained?

Collect cartoons and jokes which reflect negative attitudes toward in-laws or other extended family members. Summarize the destructive attitudes identified. How might these attitudes affect family interactions?

Role play situations reflecting positive attitudes toward in-laws and other extended family members. How can constructive attitudes contribute to effective family functioning?

Role play a situation depicting the return of a child who has been launched and later returns to the home. Identify reasons this might happen. Discuss areas of adjustment created by the situation. Discuss possible outcomes and solutions.

Complete the following open-ended statements: I will be glad when my brother/sister leaves home so I can ______________________________. By leaving home, I will be able to ______________________. When I leave home, my parents will be able to ____________. Analyze your answers to determine the rewards described in each.

Ask parents who are in the launching stage to complete the following open-ended statements: On my child's high school graduation day, I felt ________________. My child's graduation from technical school or college made me feel ___________________________. When my child left home, I felt _________________________. When my child married, I felt _____________________. Summarize the rewards identified by the parents interviewed.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Support systems and services	Listen as a family or marriage counselor discusses problems which may occur in families unprepared for changes due to the launching of children. What support systems are recommended by the speaker?
	Research and report to the class the support systems available to families during the launching stage. Choose one of the following areas for your report: selecting a college or technical school, financing an education, planning and financing a wedding.
3. Families in the middle years a. Characteristics	Arrive at a class consensus on what the *middle years* are, what responsibilities need to be carried out, and what decisions should be made during this stage of the life cycle.
	Discuss characteristics of families in the middle years. What members make up the family? What is their financial situation likely to be? Discuss ways the maturing family differs from the developing family. Compare the use of resources, careers, etc.
	Express your views on middle age by discussing the statement, "Middle age is the time in life when adults are caught between responsibilities to parents and responsibilities to self, spouse, and/or children."
	Describe structural changes which occur in the family during the middle years. How does the addition of in-laws and grandchildren change family interaction?
	Use references on family living to define "empty nest." Contrast, using a public survey, the differences in attitudes and opinions of parents in the "empty nest" stage.
	Interview couples in the middle years to learn how their lives have changed since their children left home. What new challenges have they faced? What problems have they encountered? How has the family's financial situation changed? Has the family's use of money changed? How have the family's activities changed? How have the family's housing needs changed? What changes have occurred in relationships between husbands and wives? What emotions have been felt which relate to this period of life?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview young adults whose parents are in their middle years. Then interview parents in their middle years. How do both groups perceive the changes in their families and their lives? Discuss the differences in parents' and adult children's views.
b. Adjustments, problems, and rewards	Write a paper describing yourself 40 years from now. Describe your appearance, health, career, financial status, leisure activities, and family relationships. What are the sources of your projections?
	Listen to a panel of couples in their middle years discuss their problems and satisfactions. What evidence have these persons experienced to indicate that they are aging? How are they finding personal fulfillment? How are they preparing for their later years? How do they characterize family interaction during the middle years? How do they define *maturity*? What advantages does maturity offer? How would they recommend preparing for the middle years? How can the middle years be used to plan for retirement?
	Research one of the following topics related to the middle years of the family life cycle: adjustments confronting middle-aged couples, factors contributing to satisfying family life and personal fulfillment, family responsibilities for aging parents, relationships and problems in three- and four-generation families. Report your findings to the class.
	Interview your parents to learn their expectations for the time when all children have left home. What rewards do they anticipate? What problems? What strategies do they plan to use to make their middle years rewarding?
	Make a list of things you can do now which would help you prepare for your retirement. Why is it important to develop varied interests, hobbies, and activities throughout life? What skills can you develop which could make it easier to live on a fixed income? To barter for things you need? Why are the middle years a good time to develop new interests?

Ask your parents the following question: "What do you plan to do with your spare time after your children leave home?" Give examples of ways family members could encourage parents to develop new hobbies and interests. How can developing new hobbies and interests reduce problems and crises during the middle years?

Listen as a marriage counselor speaks to the class on problems which may confront the middle-aged person. What steps may be taken to resolve these problems? List the problems and solutions mentioned.

Point out ways that young adult children can help their parents overcome feelings of uselessness and depression caused by the departure of their children.

Interview a family in which one or more adult children have returned home to live after living on their own. What stress did this cause in the family? What adjustments were necessitated? Do the adult children contribute to the family's finances? Do family members abide by any rules of conduct to ensure satisfying relationships?

Listen as a middle-aged person at the peak of his/her career speaks on career achievements and satisfaction. How does this satisfaction enhance family life?

Select newspaper articles that exemplify achievements or rewarding experiences of middle-aged adults. Design a bulletin board using the articles brought to class.

Interview persons in the middle years of the family life cycle to discover the rewards they are experiencing. Have new areas of companionship between husband and wife appeared? How has personal fulfillment increased? How has the financial status of these parents changed?

Discuss the cliché, "Life begins at 40." Determine at least five positive ideas to support this. How do you think this saying originated? Why do you think this saying originated?

Debate: "The middle years are the prime of life." What benefits are reaped during the middle years? What changes occur during this period? What stress may occur physically, in careers, due to expenses, due to family changes, or redefined goals?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Support systems and services	Use your local newspaper to identify opportunities for community involvement open to persons in their middle years. Compile a class list. Of what value are such activities to the community? For personal fulfillment? How can family members encourage other family members to participate in community activities? Brainstorm to identify opportunities in your community for continuing education. Check various sources for opportunities. Why might the middle years of the family life cycle be a good time for continuing education? Use the telephone directory, newspapers, and college brochures to develop and categorize a list of continuing education opportunities in your community. Interview persons in the middle years to find out what types of continuing education opportunities they have taken advantage of. What were their reasons for participating in these activities? How can such activities contribute to personal fulfillment? To preparation for the later years?
4. Aging families and family members a. Characteristics	Write a paragraph entitled, "My Favorite Older Person." Discuss characteristics of the persons described in class members' paragraphs. Brainstorm to list characteristics of an older person who has "grown old gracefully." What characteristics were developed early in life? View a film on aging. Could you understand the feelings of the older persons in the film? How can you show greater empathy for elderly persons? Listen to the director or occupational therapist from an extended care facility discuss the physical and social needs and characteristics of elderly persons. What needs do elderly persons have for social contact and activity? How do social needs affect the health and well-being of elderly persons? How can families with elderly persons in extended care facilities meet their needs? Study references on aging, including a report of the White House Conference on Aging. Orally report at least two things you learned that you did not know before.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Identify physical problems associated with aging. Did your list include loss of sight, hearing, taste, and smell? Did it include problems such as arthritis, teeth loss, and immobility?

Find pictures which illustrate the effects of the aging process. What physical changes occur as a result of aging? What disabilities may develop in the later years? How do these pictures make you feel about aging?

Participate in the following experiences to gain a better understanding of the problems of aging: Read aloud a paragraph written in very small print held at arms length. Report what you hear when someone reads a news article to you in a soft whisper. Tie a shoe, peel an orange, button a shirt, sew on a button, or play a card game with wood sticks taped to your fingers. Eat animal crackers and drink a cup of warm water. Try to eat a caramel or raw apple without using your teeth. Try to reach a ringing telephone across the room by the third ring while taking six-inch steps. Compare the difficulty of performing these tasks. Identify the physical disability each represents. How did these experiences make you feel? Did these experiences make you feel any differently toward elderly persons?

Use library resources to obtain the following information about persons over 65 in the United States: average income, percentage receiving Social Security, welfare payments, food stamps, or living below the poverty level. Share findings with the class.

Listen to a panel of single and married retired persons discuss their lifestyles. Which living costs increase during the later years? Which decrease? How do these persons use their increased leisure time? How has division of labor in the family changed as a result of retirement?

Role play scenes showing both the positive and negative aspects of aging. How could circumstances or attitudes be changed to deter negative aspects? Role play the negative scenes again, trying to make the situation more positive.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to identify the tasks, responsibilities, and decision of aging families and family members. Role play the situations discussed.
b. Adjustments, problems, and rewards	Listen to a panel of senior citizens who live in a variety of situations (their own home, a retirement facility, an extended family) tell about themselves and what it is like to be a senior citizen. What problems have they encountered? What rewards have they received? How has the aging process affected them? How are they finding personal fulfillment? How would they characterize family interaction in the later years? How do they define *maturity*? What are the advantages of maturity? How would they recommend preparing for the later years?
	View a film or filmstrip depicting the later years of life. Summarize the challenges and opportunities during this period. Does wisdom come with age? Why may retirement be regarded with both fear and joy?
	Discuss the pleasures and problems of the aging family in our society. Ask an elderly person to identify the pleasures and problems of the aging family in our society. Point out similarities and differences in the responses.
	Make a list of problems related to retirement adjustment. Compare your list with those of classmates'. Combine the lists. Submit the combined list to elderly persons for ranking. What did they see as their greatest problems: physical problems, financial problems, emotional problems, independence? [NOTE TO TEACHER: A review of the transparency on p. 398 will help.]
	Work in two groups. One group will point out the advantages of retirement while the other group points out the disadvantages of retirement. What could be done to make retirement more advantageous?
	Watch several elderly persons demonstrate their favorite hobbies and activities. Were these interests developed before or after retirement? Develop a list of activities or interests you could pursue now that would help ensure satisfaction during your later years. How can family members encourage elderly persons to learn new hobbies or skills?

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Discuss ways that elderly persons in the community could volunteer their services to others in need. Examples: American Red Cross, Salvation Army, Foster Grandparents, convalescent centers, community centers, or Altrusa language banks. How could volunteer work benefit the volunteer?

Discuss ways social changes have affected the relationship between aging parents and their adult offspring.

Collect stories about persons in their later years. What problems did they face? What responsibilities did their children take? What responsibilities do aging parents have for their children?

Interview adults to learn ways they helped their parents adjust to retirement. Did they encourage development of new interests? Did they provide emotional support and reinforcement as their parents adjusted to new lifestyles? Did they provide or manage their parents' finances?

Discuss the statement, "The daughters in the family will take physical care of the elderly parents while the sons will offer financial support." How has this concept changed? Why?

Ask an elderly person to tell you about her or his children or grandchildren. How often does the person see the children or grandchildren? What kinds of activities have they shared? Does the person like to make or buy things for the children or grandchildren? What pleasures and problems does the person associate with children or grandchildren?

Discuss acceptable and unacceptable ways grandparents may provide input in the rearing of grandchildren. When might a grandparent be justified in giving advice? When might a grandparent's advice be inappropriate?

Listen to a Social Security representative discuss retirement benefits. Why do retired persons usually need additional sources of income? How can younger persons plan ahead for retirement?

Compare Social Security benefits with actual costs of living. Interview retired persons to find out how they make up the difference. Share your findings with the class. Were any of the following means of earning used: new career, part-time job, sale of hobby or craft items, barter?

Research and report to the class the problems created by the lack of money during the later years of life, such as malnutrition, inadequate housing and facilities, immobility, pursuit of interests and hobbies, and inability to pay for health care. Develop a plan for making one of the problems less serious.

Listen to a physician or nursing home administrator describe health care needs of the elderly person. What recommendations did the speaker make for health care of the elderly person? What resources are available to help the elderly person pay for health and physical care? How may increased dependence affect the elderly person?

Interview five elderly persons to learn what problems they have had in finding or adapting housing to meet their needs. Study references to learn more about the housing needs of the elderly person. Then, based on the interviews and your reading, make 10 recommendations for housing for the elderly person.

Study classified advertisements in the newspaper and apartment advertisements in the telephone directory to find out if any housing available in your community has been adapted to meet the needs of the elderly person. If possible, visit or view slides of housing suitable for the elderly person.

Write a paper describing ways your home could be adapted to meet the needs of an elderly person. Did you encounter any special problems, such as a sunken living room, which would be difficulty to adapt? Under what conditions might these same adaptations be needed by other members of your family?

Brainstorm to identify the advantages and disadvantages of living in an extended multigenerational family. What are the advantages and disadvantages for the elderly person? Adult children? Grandchildren? What positive and negative feelings might each have about this living arrangement? What changes might occur in a family when it adds an older family member? How could the family cope with these changes?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Debate the merits of planned retirement communities. Do you feel that elderly people are happier living together in a planned community or integrated into a community with persons of all ages? Is a community without senior citizens complete?

Examine the costs of living in a retirement home or village. What financial supplement is available to individuals who are over 65? What Social Security benefits are available to the retired person?

Take a field trip to a retirement home or village. What are the emotional needs of the elderly person? How are these needs met? What frustrations do elderly persons face in adapting to institutionalized living? How can their families help to meet their emotional needs?

Listen to a nursing home director speak to the class concerning the physiological problems that are associated with age and the emotional problems that accompany them. How does the nursing home try to help with these problems?

Listen to a dietitan or nurse describe factors which affect senior citizens' eating habits. What are the nutritional needs of elderly persons? How may health problems and physical disabilities contribute to eating problems? What community services are available to ehlp meet the elderly person's nutritional needs?

Brainstorm to identify tasks elderly persons you know have difficulty performing. What type of assistance may be needed? Are mechanical aids available? Is another person's help needed?

Study medical supply catalogs to identify special equipment available to assist persons with physical limitations in meeting their personal needs and in performing various tasks.

Interview five elderly persons to identify problems they have in finding clothing to meet their needs. What physical problems creae special clothing needs? What types of garments did the person you interviewed feel were easiest to manipulate and care for? Are these garments hard to find in stores? How does difficulty in manipulating garments make you feel?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Bring samples of garments appropriate for the elderly person to class. Discuss the features of each garment. Make a display of garments appropriate for the elderly person.
	Choose one of the following for an FHA/HERO Impact project: adopt a grandparent, a monthly birthday party for persons in a nursing home, a "generation gap" social, volunteer work with elderly people. How did your experiences affect your feelings toward the elderly person? How did the people respond? How did the activities help to meet the social needs of these persons?
	Listen to a panel of widows and widowers discuss problems they have encountered as a result of losing their spouses. What adjustments were necessary? What emotions did these persons experience on the loss of their spouses? What effect did the loss of spouses have on their relationships with friends and family? Would these persons consider remarriage? Why? [NOTE TO TEACHER: The transparency "Family Crises: Death of Spouse" lists problems and adjustments. (See p. .)]
	Interview persons who have remarried during their later years. What factors led to their remarriage? How did their families react? What rewards and problems have the couple had as a result?
	Select one issue related to aging. Use resources and interviews to examine the issue in-depth. Report your findings to the class. Summarize by identifying positive strategies for coping with aging.
c. Support systems and services	Study your local telephone directory or community services directory to identify organizations and agencies which serve elderly persons. Ask several elderly persons you know which of these services they use.
	Listen to a representative of an organization or agency which serves elderly persons describe services offered, number of persons served, eligibility requirements, and cost (if any).
	Visit an extended care facility. Note the physical setting setting, services provided, and social interaction between residents. Do you feel the needs of the residents were being met? Could the residents' needs have been met in a private home? Do you feel that extended care facilities are needed? Desirable?

COMPETENCY: *Ability to manage family problems and crises*

TERMINAL PERFORMANCE OBJECTIVES: *Identify crises which a family may face.*

Examine methods and resources for preventing crises.

Analyze family problems and crises.

Analyze approaches for coping with family problems and crises.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Managing Family Problems and Crises 1. Definition of crises	Use a dictionary or references to define *crisis.* Relate the definition to its meaning for the family–anything which disrupts normal family functioning. How do the following factors influence the way a family defines a crisis: hardships, resources, attitudes, mutual trust, agreement?
	Discuss reasons the following events might be a crisis in one family and not in another: job loss, transfer to another city. Is it possible for a family to be crisis-prone? Do you know a family which seems to suffer more than its share of crises?
	List crises that might occur in the family. Then, analyze the crises to determine categories that they might fall under. The transparencies on pp. 399-401 list some of the common family crises.
b. Prevention of crises	Identify community resources that help people gain a better understanding of how to prevent a crisis. Examples: marriage counseling services, mental health agencies.
	View the transparency, "Handling Family Problems and Crises." (See p. 402.) List the steps to follow when a crisis approaches.
	Determine ways that a family crisis may promote community action which prevents future family crises. For example: the drowning of a child may result in a lifeguard; an accident at a school crossing results in a traffic light; or a rabies incident results in a city-wide vaccination of pets.
	Choose one family crisis that interests you. Develop guidelines for preventing that crisis in your family. Can other families use the same guidelines? Why or why not?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Coping with crises	View the transparency, "Could You Cope?" (See p. 403.) Would you be prepared to cope with any of these crises? Has your family taken steps to prevent some of these? How can you prepare yourself for coping?
	Study resources to identify skills needed for coping with crises. Share your findings with the class.
	Discuss the typical pattern with which a family copes with a crisis: (1) disbelief, (2) disorganization, (3) resolution. What happens at each stage?
	Discuss ways each of the following techniques can aid in coping with a crisis: (1) organizing, (2) keeping active, (3) working together, (4) putting anger to work. How can those techniques help in everyday life as well?
	Read a case situation about a family crisis. Point out the steps by which the family dealt with the crisis. How did family members show their disbelief? What evidence of family disorganization did you note? At what point did the family begin to work together to resolve the crisis? What positive actions did they take? What resources did they use?
	Brainstorm to identify your personal resources which would help you cope with a crisis. How can your mental resources help you withstand external pressures? What role does courage play in a crisis?
	Discuss the importance of "changing what you can and accepting what you can't" in coping with a crisis. How can decision-making and management skills aid in a crisis? How can changing your attitude help? Why is it important to accept the reality of the crisis? What are some personal sources of strength which can help you deal with a crisis? Examples: belief in yourself, strength in your religious beliefs.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Discuss how physical health can enable you to meet the demands of a crisis situation. How can good relationships make the hard times easier to cope with? Why is the ability to adapt to change important in a crisis? How may family roles change during a crisis? How can children help in a crisis? How can the financial preparedness of savings and insurance ease the stress? How can relatives, friends, and neighbors provide emotional support and help?

Find a story illustrating the phenomenon that people can demonstrate unusual physical strength during a crisis. Share the story with the class. What is the physiological explanation for this?

Develop a bulletin board titled:" Coping with Crises." Identify techniques for coping with crises and sources of aid for families and individuals in crisis.

Work in groups to contact resources in your community which help families and individuals in particular types of crises. Present an oral report of your findings. Use slides, graphs, tapes, or other audiovisual aids to make your report more interesting.

Develop a *Directory of Community Resources for Families in Crisis.* Include information such as the type of crisis; name, address, and phone number of each organization; name of contact person; services offered; and cost, if any.

Choose a specific crisis such as loss of job, death of a parent, or having to move. Analyze the skills and resources needed to cope with the crisis.

2. Employment
   a. Loss

Read periodicals or books about unemployment. Give an oral report to the class analyzing the effect of unemployment on the general welfare of the community. What can be done to alleviate unemployment?

Brainstorm to identify possible reactions to unemployment. Why may some persons turn to alcohol? Abandon their families? Be content to live on welfare? Consider suicide? How do positive attitudes help you weather unemployment?

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

List on the chalkboard negative methods of meeting the crisis of unemployment: (1) suicide, (2) alcohol, (3) desertion, (4) welfare. Summarize by showing how these strategies create additional problems.

Interview adults in your family to find out what decisions would have to be made if someone in your family became unemployed. What sources of help would be available? How could family members boost the ego of the unemployed person? Why should family members work together in making decisions?

Outline the steps for meeting financial obligations during a period of unemployment. [NOTE TO TEACHER: The steps should include: (1) identify financial obligations; (2) identify financial resources; (3) make a family budget; (4) talk to creditors; (5) involve whole family in efforts to cut spending and increase income.]

Make a list of community resources which help the unemployed. Discuss how each is used. Who is eligible for these services? Is there a fee?

Describe how you feel a beginning family could handle the loss of employment. Would this same method work for families in other stages? Why or why not?

Plan a display or bulletin board using a "first aid kit" for families facing unemployment. Include suggestions of a positive nature, such as: (1) Retrain or re-educate the breadwinner. (2) Work on financial problems. (3) Talk to creditors.

Develop a list of strategies for the unemployed related to financial survival, emotional survival, and job hunting. Use resources as an aid in developing the strategies. For additional suggestions interview persons who have survived a period of unemployment. Share your list with the class.

Work with your family to develop a plan for dealing with the financial aspects of unemployment. What financial resources would your family have? What financial obligations would continue?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Change	Brainstorm to identify reasons people change jobs. Separate the negative and positive reasons and discuss each.
	Survey attitudes different family members may have toward changing jobs at various stages in life. Discuss the attitudes expressed.
3. Relocation a. Problems	Conduct a school poll to find out the number of times families or individuals have moved and the problems encountered. Make a list of all the problems.
	Write a fictional story about the decisions involved in accepting an employment position in another state/location. Identify necessary adjustments of family members.
	Read a story about a family that has relocated. Identify the decisions the family had to make. Did you agree? Explain how you might have acted differently.
	Outline the advantages and disadvantages of moving frequently. Then, divide into two groups and debate: "Frequent moves are harmful to family stability." How does attitude affect whether relocation is a positive or negative experience?
b. Rewards	Share with the class a personal experience about moving. Give examples of rewards that you experienced as a result of the move. Make a class list of all the rewards.
	Analyze a negative moving experience that a class member has encountered. Determine how the experience could have been more positive.
	Develop ideas for involving family members in activities related to moving, selecting a new home and a new school. Share your ideas through discussion. How could your ideas help to make moving a more rewarding experience?
4. Inability to achieve desired lifestyle a. Dissatisfaction	Complete the sentence, "The type of lifestyle I want is one that ______________________." Share your response with other class members. Why do you want that type of lifestyle?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify dissatisfactions a person may experience with her or his lifestyle. Examples: low income, low career status, childlessness, failure to marry. Discuss problems dissatisfied individuals may face in each situation. Identify adjustments the person might make.
	Complete the statement, "If I cannot achieve the type of lifestyle I want, I can ____________________." Listen as your teacher reads responses. Discuss alternatives presented. Why is it difficult to predict your reactions?
	Identify basic needs that are difficult to meet when too little money is available. Brainstorm to identify ways to provide food, clothing, and shelter on a limited budget. How can a family provide or secure medical care when its budget is extremely limited?
	Read case studies about people who have not achieved their desired lifestyles. Analyze the case studies to determine how the problems could be dealt with.
b. Resources	Identify the mental, physical, social, and financial resources available to help families and individuals through crises. Associate these with the case studies where they could be of some help.
	Listen to a welfare case worker describe assistance programs available to families and individuals. What benefits are available? What are the eligibility requirements for each program? How long do benefits last?
	Discuss as a class how your philosophy of life affects your ability or inability to cope with not achieving your desired lifestyle. How does your philosophy affect the type of lifestyle you lead, or desire to lead? What else affects the lifestyle you lead?
5. Marital stress, separation, and divorce	Listen to a panel discussion on divorce laws, causes, of divorce, post-divorce stress, and problems related to remarriage.
	View the transparency, "Family Crises: Separation and Divorce," on p. 404. What problems stem from the root problem of divorce?
	Locate statistics on divorces in the United States. What percentage of marriages end in divorce? What factors are associated with divorce?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen as a lawyer, minister, and/or marriage counselor describe the common characteristics of people who divorce. What led the speakers to their conclusions?
	Read books and research the common characteristics of people who file for divorce. Make a list of traits these people have, and report your findings to the class. Do you know divorced couples who fit this description?
	Prepare a bulletin board illustrating personality traits which are likely to lead to marital unhappiness. Contrast these with traits that are likely to lead to marital happiness.
	Identify sources of marital dissatisfaction which may lead to divorce. [NOTE TO TEACHER: One research study listed the following sources of marital dissatisfaction in order of frequency as: physical abuse, verbal abuse, financial problems, drinking, neglect of home or children, mental cruelty, in-law trouble, excessive demands, infidelity, sexual incompatibility, lack of love.]
	Locate and analyze a case study about divorce. Develop a chart listing reasons the couple gave for the divorce, factors contributing to the divorce, problems faced by the persons involved. Share your case study and the chart with the class. Discuss the similarities and differences among the cases presented.
	Identify situations, other than divorce, which may cause family separation. Examples: job requiring extensive travel, school, confinement in prison, confinement in a mental institution, war. How might each of these separations affect family members? Are these effects similar to or different from the effects of divorce?
b. Types of divorce	Work in groups to investigate various types of divorce. Use classroom and library resources and interviews to obtain the information. [NOTE TO TEACHER: The types are no-fault and adversary.] Share your findings with classmates.
	Plan a bulletin board or posters of the two types of divorces listed above. Below each type, give a brief definition, and list legal aspects and conditions. Discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Determine the specific emotional and other problems characteristic in no-fault or adversary divorce.
c. Legal aspects of divorce	Listen to a family lawyer, marriage counselor; or family court judge discuss the legal aspects of divorce. List them.
	Investigate the costs of divorce by contacting a judge, lawyer, recently divorced couple, or your local Social Services office. Report your findings to the class. How does the cost vary with the type of divorce? What other factors cause the cost to vary?
	Research the divorce regulations in your state. construct a chart or charts illustrating information on divorce regulations in your state.
d. Effects on family members	Plan a bulletin board titled: "Breaking the Links." Collect a series of pictures of items, such as a home, a car, furniture, and children. Cut pictures in half with zigzag strokes. Mount on bulletin board. Arrange a broken chain around the pictures. What is broken by divorce?
	Discuss the three stages of divorce: (1) emotional divorce, (2) physical divorce, (3) legal divorce. What occurs at each stage? What feelings are typical at each stage? Why may it be difficult to accept the consequences of divorce? What emotions may people go through during and after a divorce? How does the process of going through a divorce resemble the "grief process"?
	Take a field trip to a family court to observe divorce proceedings and/or child custody cases. Observe reasons the divorce was sought, effect on children, who is given custody of the children and why, and the terms of financial settlements. Summarize your observations in a paragraph. How did you feel about the situation?
	Identify problems associated with divorce. How does divorce affect family relationships? What effect does it have on pride? Self-concept? How does it affect lifestyle? Routines? Social relationships? Finances? Are the effects the same for men and women? Why? How might the problems caused by divorce be different in each stage of the family life cycle?

Interview one or more divorced persons to learn what types of adjustments must be made after divorce. Examples: managing finances, renewing self-confidence, developing social contacts. Discuss successful ways to make these adjustments.

View the transparency, "Creative Divorce," (See p. 405.) What steps must a divorced person go through? Why does a divorced person need to reestablish her or himself?

Listen as a representative from Parents Without Partners, or a minister or marriage counselor speaks on divorce. Ask questions of the speaker such as: "What are the problems of divorced parents?" "What type of counseling is suggested for families experiencing divorce?" "What recommendations would you give for preventing the crisis?" "What procedures are recommended for handling the crises in the divorce?"

Discuss what it is like to children to learn to live in a broken home. Have you lived in a broken home? Have some of your friends lived in a broken home? What percent of children live in a single-parent or recycled family? How may children feel toward the absent parent? Toward the parent they live with? Why do children feel grief? Why do children sometimes feel they are to blame for the divorce? How can parents help to prevent this? Can a divorce be good for the children? How may children feel when a parent starts dating again? Marries again? What can be done to encourage good relationships with stepparents?

Write a paper summarizing the effects of divorce on children. How did the children feel toward each parent? Toward stepparents? Did the children wish their parents were still married? Why or why not? What problems do children of divorced parents experience socially? In school? In their families?

Write a paper on your experience with divorce. How did the divorce(s) you described affect family members? How can extended family members relieve the stress of divorce?

Discuss the meaning of the term *recycled family*. What percent of divorced persons remarry? Who makes up recycled families? Describe the relationships possible for children in recycled families.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss the following: Do you believe young people are justified in resenting the remarriage of a divorced or widowed parent? What do you think causes the resentment? How can the natural parent, as well as the stepparent, help to eliminate this?
	Interview persons who have remarried. Cite problems their recycled family faces in finances, emotional pressures, discipline of children, changing family patterns, etc.
	Work in groups to research problems involved in remarrying and recycling families. Report your findings orally in class.
6. Alcohol and drug abuse a. Effects on family members	Define the term *alcoholic.* What causes a person to become an alcoholic? How does alcoholism affect families?
	View the transparency, "Family Crises: Alcoholism." (See p. 406.) What problems does alcoholism create? How are family members affected by the alcoholic?
	Study references to identify signs of alcoholism. How many of these signs together indicate an alcoholic problem? Does a person have to exhibit any of these signs to be an alcoholic? What habits and attitudes are associated with alcoholism? How does alcoholism affect families?
	Discuss situations which might occur in families who face alcoholism. Examples: alcoholic mother creates scene in front of daughter's friends, alcoholic father starts fight with wife when he arrives home late at night, alcoholic teenager refuses to admit drinking problem despite calls to parents from school. What can be done to help the family and the alcoholic?
	Define *drug abuse.* Identify drugs which may be abused. Are all the drugs which can be abused illegal? Explain.
	Learn the scientific and slang terms used to identify drugs frequently abused. Which are usually the first drugs to be tried? Which are the most addictive? Which are most likely to cause physical problems, mental problems, or death from an overdose? What are the risks to unborn children when parents take drugs?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen as a pharmacist explains the use and misuse of over-the-counter medicine. How can a pharmacist serve as a resource person for information on various drugs? Why is it dangerous to mix some medications, food, and alcohol? Why is it important for a physician to know all of the medications a patient is taking?
	Work in small groups to find pictures showing how drugs can affect the user, the other family members, and other people in the community. Examples: a car wreck, a prison, being arrested. Have one group member explain the pictures their group made, and how these situations can lead to a family crisis.
	Discuss a situation where an adult suspects a young person of drug abuse. How can the young person be approached in a positive manner?
	Interview a probation officer and use current periodicals to determine the number of teenagers or young adults using drugs. Are they using hard drugs or marijuana? What charges are placed on a person caught with drugs or alcohol?
	Listen to a presentation by a resource person who works with individuals who have problems with the abuse of alcohol or drugs. How do alcohol and drug abuse affect the family? What are the probable causes of alcohol and drug abuse? Where can families and individuals get help for these problems?
	Research back issues of periodicals for stories about families who responded to the crisis of drug or alcohol abuse in the family (Diane Linkletter; Carrie Hamilton, Carol Burnett's daughter). How did the family respond?
	Collect newspaper stories about alcohol and drug abuse. Watch the news on TV and keep a record of the drug/alcohol-related news. Write your feelings and reactions. What type of crisis took place in each situation? How might families be affected?
b. Community resources	Identify community resources which help families deal with alcoholism. What is required before an alcoholic can be treated successfully? What services are available to help the alcoholic's family?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Prepare a display or bulletin board to illustrate your community resource agencies for alcohol abuse. Title the bulletin board, "Help for Families with Alcoholic Members."
	Contact the Human Resources Development Center and ask a social worker to explain the help and assistance available to families and individuals with problems related to drugs or alcohol. What other agencies are available in your community for alcohol or drug abuse?
7. Crime and delinquency	Identify the types of violence which may occur in a family.
	Define the terms *child abuse* and *child neglect.* Identify the various forms of abuse and neglect.
	View a film or filmstrip on child abuse. What causes of child abuse were identified? What are the types of child abuse? How can adults learn to avoid abusive behavior?
	View the transparency on abusive parents. (See p. 407.) What causes parents to be abusive? How can they be helped?
	Collect news stories about child abuse and neglect. Who was the abuser? The abused? Were other family members aware of the situation? What finally brought the situation to attention? Where is the child now? What causes child abuse and neglect? Why do abused children accept abuse? Summarize the effects child abuse and neglect can have on children and their future adulthood.
	Discuss situations which might occur in families who face child abuse and neglect. Examples: day care worker questions child after noticing frequent bruises; police arrive to check complaints that children are being neglected; mother notices that child shows increasing fear of father and that father strikes child. What positive action can be taken in each situation?
	Brainstorm to identify ways child abuse may be prevented. How can parenting education help? How can child care facilities help? What can individual citizens, social workers, physicians, and police do to protect children from abuse and neglect? What therapy programs are available to child abusers? Check references for additional information.

Listen to a resource person describe signs of spouse abuse, causes of abusive behavior, and sources of assistance to such families. Why would someone abuse their spouse? What should an abused person do? Where can an abused person go for help? Why do abused persons often return to their spouses? How do such situations often end?

Role play a situation in which a couple's conflict ends in spouse abuse. Discuss positive and negative ways of resolving the conflict. Identify techniques which can be used to resolve conflicts. How is timing related to resolving conflicts?

Listen to a resource person discuss runaway children. Why may children run away from home? How can the child's family cope with the situation? What problems may the runaway child face?

Use resources, such as the police department, welfare bureaus, and social agencies, to research common causes of teenagers running away from home. Develop a list of causes. Summarize by examining possible solutions.

Read an article about the growing problem of a child being kidnapped by a divorced parent who has lost custody of the child. What effects do such actions have on the parent with custody? On the child? How effective are efforts to find the child?

Find statistics on the frequency with which individuals are the victims of criminal attack in the United States.

Listen to a panel discussion on the causes of the increasing crime rate. [NOTE TO TEACHER: Panel members might include a police officer, attorney, probation officer, social worker, or minister.] What societal changes have influenced the increase in crime and delinquency?

Discuss: "What effect has the media had on increased crime and delinquency?" In what ways can the negative influence be reduced? Find an advertisement, a newspaper article, or news broadcast to illustrate the influence of media on crime.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Read and analyze an article in a newspaper or magazine that describes crime or delinquency. Determine possible causes of the crime or delinquency.

Listen to a representative of the police department describe ways individuals and families can prevent criminal attack. What can you do to protect yourself and your family in your home? How can you keep from being attacked in your car? As you walk? What organizations in your community offer classes in self-defense?

Find statistics on crimes committed in the United States each year. How many families may be affected by crime as either victims, or as relatives of the criminal? How is a family affected by crime?

Work in groups to role play one of the following situations: teenage daughter is caught shoplifting; teenage son steals a car; father embezzles money from his company; mother strikes a co-worker during an argument. What positive action can be taken in each case?

Listen as a panel of adults visits the classroom to speak on how they would handle a situation if someone in their family were involved in crime. What kinds of feelings would they have? What other effects would this have?

Role play situations illustrating crises in which a family member has been arrested for using drugs, shoplifting, running away, or driving while intoxicated. What are the effects on other family members? What positive action can be taken?

Research back issues of newspapers and periodicals to learn the effects a specific crime had on a person's family. Examples: Patty Hearst, John Mitchell, Lee Harvey Oswald, Billy Sol Estes.

8. War
   a. Stresses

Listen to a military husband and/or wife discuss attitudes and feelings toward absences associated with military service. What stresses and problems do such absences create in the family?

Listen to a resource speaker from the Officers' Wives' Club (commissioned or noncommissioned) from a nearby military base share information related to the effects of frequent relocation and absence on family members.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Suppose you were a wife or husband involved in a foreign assignment or a war, and were away from your spouse and/or family for a long period of time. Determine the kinds of problems you might experience and the feelings you might have.
	Interview members of a family in which a member was either a prisoner of war or missing in action. What emotions did the family experience? What problems did they encounter? How did the family cope? Write a summary of the situation, problems, emotional effects, and coping methods.
	Read a book or article describing how the family of a POW or MIA dealt with the problems they faced. Share your findings with the class.
	Read and discuss articles on society's attitude toward veterans of World War II, the Korean Conflict, and the Vietnamese War. Share findings with the class.
	Make a class list of problems a family might encounter when a member returns from military service. How would the family most likely feel? What feelings might the returning member experience?
	Write a fictional story with the plot related to the return of a military person. Describe stress caused by such situations as the following: the birth of a child during absence, military person returning with a physical handicap, advancement of spouse in career or to head of household during absence, marriage of a child during absence.
	How might the situations described in the story affect family roles during the person's absence? After the person's return? What conflicts might result? How could these conflicts be handled effectively?
b. Resources	Listen to the director of the Disabled American Veterans Organization, Veterans of Foreign Wars, or the American Legion describe physical and emotional problems of veterans. Discuss how advances in medical technology have both simplified and increased the problems of veterans and their families. What services are available to assist veterans with these problems?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Take a field trip to a Veterans Administration hospital. Examine the qualifications for admission. What services are provided?
	Research and report on agencies in the community that help veterans. Report your findings to the class.
	Research what types of assistance in the areas of education, rehabilitation, employment, and housing are available to veterans.
9. Natural disaster a. Problems	Survey the class to learn about students' experiences with floods, tornados, hurricanes, and earthquakes. Summarize findings and examine strategies used by families and individuals to recover from loss of property.
	Listen to a resource person describe insurance coverage available for property. Examine property insurance policies to identify the types of coverage available. How much does property insurance cost? What is usually covered? What are common exclusions? What percentage of loss is usually covered?
	Complete the following stem sentence to examine your attitudes related to loss of personal property: "The first item I would try to save in case of a natural disaster is ______________________________ because ..."
	Interview someone in the community who was injured, or lost a family member in a natural disaster. Ask the person to describe the feelings, attitudes, and responses to the injury or death. Share your findings with the class.
	Observe student and teacher behavior during a fire drill or tornado drill. Work in groups to develop guidelines for behavior to prevent injury. Share your ideas with the class.
	Read newspaper or periodical reports on recent natural disasters. Discuss problems created and adjustments necessary.
b. Long-term emotional effects	Identify events in your early life or in the life of a family member that has influenced your attitudes and feelings to hurricanes, tornados, or other natural disasters. How do you feel when you hear such a disaster may be impending?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Suppose your home was destroyed by a fire, tornado, or hurricane and everything was lost. What are some possessions that you feel could never be replaced? How would you feel about losing them? What long-term effects might such an experience have on you or your family?
c. Resources	Discuss planning which can help prepare an individual or family to cope with crises related to natural disasters. Make a list and share in class.
	Visit a local voluntary action center, such as the American Red Cross, to obtain information on services provided for disaster victims. Share your findings with classmates.
	Find out what agencies in your community or area provide assistance following a natural disaster. Discuss the type of aid and assistance offered by the American Red Cross, the federal government, and other assistance programs in your community.
	Prepare a bulletin board or display of materials about agencies offering aid following natural disasters. Suggested title: "Help for Survivors."
10. Illnesses, handicaps, and disabilities a. Problems, and crises	Brainstorm to identify types of illnesses, handicaps, and disabilities which may strike persons.
	View the transparency, "Family Crises: Physical Illness." (See p. 408.) How can physical illness for one family member cause hardships for other family members? What can be done to ease the strain of physical illness?
	Identify crises which may trigger a mental breakdown. Why do some people deal effectively with crises while others suffer a complete mental breakdown? What can be done to help prevent a mental breakdown?
	Listen to a resource person describe common mental health problems and ways to recognize them. Identify steps for preventing, minimizing, or coping with mental health problems.
	Identify family problems accompanying the mental illness of a family member by using the transparency, "Family Crises: Mental Illness." (See p. 409.)

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify types of handicaps which children may have. What can be dome to correct these handicaps? To meet the needs of children with permanent handicaps? What community resources are available to help the handicapped child? The parents or guardians?
	Identify the special problems a retarded child presents by viewing the transparency, "Family Crises: Child With Mental Retardation." (See p. 410.) What adjustments must be made?
b. Effects on family members	View a film or filmstrip on the effects of an acute or chronic illness on relationships within the family. How may attitudes of the person who is ill be affected? How may family members react to the illness? How can family members help the person who is ill cope with the illness?
	Read a book or article on the problems resulting when individuals or families face illnesses, handicaps, and disabilities. Suggested books: *Joni, A Step Further* by Joni Eareckson and Steve Estes, *I Ain't Well but I'm Better* by Jess Lair. Summarize the main points in class discussion on the nature of problems, effects, and adjustments.
	Express your feelings about illnesses and handicaps by discussing the following statement, "If you have good health, you have everything." Why is good health important? How does poor health affect other family members?
	Listen to one or more parents of a handicapped child discuss the special challenges faced by the family. How have these challenges been met? What resources aided in meeting the challenges? What effects did the child's handicap have on other family members?
	Debate the merits of home care of the mentally retarded vs. institutionalized care. What are the advantages and disadvantages of each for the retarded person? For the family?
	Role play situations which simulate various physical handicaps, such as blindness or a missing limb. Attempt to carry out routine tasks while simulating the handicap. Examples: wearing a blindfold, using crutches, using a wheelchair, using prosthetic devices, using earplugs, communicating without talking. Share feelings and frustrations with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel of persons who have experienced an acute or chronic illness, a handicap, or a disability in their family. What effects did the illness have on family members? What challenges did the family face? How did the family meet these challenges? Summarize possible effects of illness.
	Choose one illness or handicap that you are familiar with. Outline the positive and negative ways that it could affect other family members if one family member had the illness or handicap. Using the negative aspects you outlined, describe ways that the negatives could be turned into positives. How does a positive attitude about a handicap help other family members?
	Study resources or interview a mental health worker to learn the signs of depression. What causes depression? Who can be depressed? When is depression a serious concern? How can depression be overcome? Develop a bulletin board titled, "Beating the Blues." Illustrate techniques for overcoming depression. [NOTE TO TEACHER: Techniques for overcoming depression include: admitting your feelings, finding someone to listen, doing something you enjoy, doing something new, or doing something you can do successfully.]
c. Resources	Listen as a doctor explains the medical nature of several disabilities. According to the speaker, what are the credentials of a good doctor? How can you find a doctor's credentials?
	Ask some adults how they chose their doctor and what they would do in an emergency. Report your findings in class.
	Develop guidelines for selecting a physician. Do the guidelines differ according to the seriousness of the illness, handicap, or sickness? Share your guidelines with other class members.
	Visit a community resource, such as a vocational rehabilitation facility, city health department, health clinic, dental clinic, or ambulance service hospital. Find out what services are offered, eligibility requirements, and charges. Report your findings to the class.
	Listen as a representative from an insurance company, a lawyer, or a Social Security representative speaks on the role of insurance and Social Security in meeting the needs of the ill or handicapped. Note the ways that these benefits help the families.

CONCEPTS	LEARNING AND EVALAUTION EXPERIENCES
	Divide into small groups. Investigate resources in your community which are available to help people withstand the crisis of financial responsibilities related to illness, handicaps and disability. Examples: insurance agents (disability insurance programs, salary continuation), Social Security (disability benefits, benefits for minor children, medical assistance welfare), Veterans Administration (disability benefits), March of Dimes, Kidney Foundation, American Heart Assocation. Share your findings in class. Do all crises have financial implications for families?
	Analyze case studies involving families with handicapped or ill members. Determine what financial resources the family has available. How could their financial obligations be met?
	Examine your school, and local organizations or businesses. How accessible are these to handicapped family members? Are ramps provided? Are elevators available? Are restrooms adapted to meet the needs of the handicapped? Are telephones accessible? Could all parts of the building be reached in a wheelchair?
	Find out what resources are available in your community for the treatment of mental illness. How can a hospital stay be used to treat mental illness? How can counseling help? What role do drugs play in the treatment of mental illness?
11. Death and dying a. Impact of circumstances	Conduct a class survey to discover what experiences class members have had with death. Examples: a friend, a relative, a casual acquaintance, or a pet. Express your thoughts and feelings about the experience. Do you feel differently when someone dies suddenly, and when a person dies following a lengthy illness? Do you feel differently when a close relative or someone you knew well dies, and when a casual acquaintance or someone you only know by name dies? Does a suicide affect you differently than death by accident or natural causes?
	List adjectives you connect with death. What words and phrases do people use to soften or avoid thinking about death?
	Study references to identify possible physical and emotional reactions to death. Discuss possible sources of our attitudes toward death.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Express your own personal feelings about death through discussion of the following questions: Have you ever been in a situation when you thought you might die? What were your feelings during and after that experience?

Read a novel or short story that deals with death and dying. React both orally and in a written report to describe your feelings about death based on your reading.

Analyze a poem about death. Point out the physical and emotional reactions described. Are the descriptions an adequate expression of feelings about death?

Study resources and interview persons such as nurses, doctors, ministers, and counselors to learn ways friends and relatives can help someone who is dying. Why is it important to give dying persons a chance to discuss their anger, fear, or depression? How can talking with a member of the clergy help the dying person?

Locate recent statistics on the number of suicides in the United States. Why do people commit suicide? What signs may a person give to indicate that suicide is being considered? What should you do if you, a friend, or a relative is severely depressed? What community resources are available to help someone who may be contemplating suicide?

Debate the issue of sustaining life by the use of machines. Should or should it not be done? Should the family or the courts make the decision whether or not to keep the person on the machine? What physical and emotional reactions are involved?

Listen to a panel discussion on death and dying. [NOTE TO TEACHER: Include such persons as a nurse, a minister, a gerontologist, a nursing home director, or a funeral director.] How do aging persons view death? How do your attitudes compare with those of the elderly? How can religious or memorial services benefit the survivors?

Examine the ways that we handle death in our society. Why do we use elaborate burial services, flowers, caskets, and graves? How do these things benefit the survivors? How do they vary with religion?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Arrangements	Listen to an attorney discuss the provisions of laws related to death. Summarize the main points presented. Examine obituaries in the local or regional newspaper. Outline the funeral arrangements that have been made. What are the similarities in arrangements? How do arrangements vary? Take a field trip to a funeral home, crematorium, and/or cemetery. What decisions must be made regarding funeral services and the disposition of the remains? What alternatives are available? How do costs vary? What meanings do people attach to these options? Why is it advantageous to make as many decisions as possible in advance? How can a person will her or his body or body parts to other persons or to research? How can you make sure that your wishes regarding the disposition of your remains are carried out? Find out the range of costs for a funeral in your community. Include: location of funeral, music, flowers, grave markers, and disposal of the body. What would the total cost be for a funeral in your community? Does a more expensive funeral mean a better funeral?
d. Tasks of survivors	Discuss the impact of the death of family members at each stage of the family life cycle. Example: parent, spouse, child, sibling. Listen as a minster or counselor speaks to the class concerning problems or crises caused by death. How can a person cope with the death of a spouse? Identify the steps in the grief process: (1) denial, (2) anger, (3) bargaining, (4) depression, (5) acceptance. Why is it important for a person to go through these steps in coping with a death? In what ways may the grief process vary? Listen as a widow or widower discusses the various stages of grief, feelings, and emotional reactions. What did the speaker do to make life normal again? Discuss ways families and friends can assist persons who are grieving over the death of a loved one.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in groups to study the tasks of survivors when a death occurs. Each group will draw a situation slip from a box. Each group will outline the tasks of the survivors. Chart these tasks and share them with other class members.
	Discuss decisions to be made as to what should be done with personal items, such as clothes, jewelry, and possessions. What is the role of a will in handling these decisions?
	Role play situations in which friends and relatives discuss a death. What words might be used to comfort the person? What might be inappropriate to say? How can food, visits, and invitations help the grieving?
e. Financial considerations	Listen as a life insurance agent speaks to the class on the different types of life insurance available and the purposes of each type. Make a list of the types and their purposes. How can life insurance help ease the financial loss of a family breadwinner? Who should be insured? How can a family decide which members to insure and the amount of insurance needed on each?
	Write a paragraph expressing your views on the following questions: Is life insurance important? How can surviving family members benefit from life insurance?
	Examine your own family, and the types of life insurance. Determine what type of life insurance, if any, would best meet your family's needs at this time. How will your needs change if you marry? Have children?
	Discuss the methods of filing an insurance claim, where policies should be kept, the choice of the beneficiary, and methods of settlement available.
	Contact a Veterans Administration office to obtain pamphlets and investigate benefits available if the deceased was a member of the military.
	Research benefit payments available from Social Security, such as a "lump sum" death benefit and monthly support payments for dependent children.
	Listen as a family lawyer discusses the procedures for writing a will. Do your parents have a will? How important is a will? What happens when there is no will?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show how you would go about making a will by making one of your own. How does a will help the survivors in completing after-death tasks?
f. Community resources	Listen as a welfare worker describes the role of the state in offering assistance for burials to those who need financial help. Why do states offer this service?
	Listen to a representative from a local bank, or watch a film from the American Banking Association on investment, inheritance laws, and survival skills programs.
	Listen to a local member of the clergy share information on services available to survivors. How can churches help persons deal with grief? What financial assistance may be available to families in need?
	Work in small groups to outline community services that could be of assistance to survivors. Present your proposed outline to the class. Evaluate the advantages and disadvantages of each plan.
12. Caring for the aged a. Alternatives available	Brainstorm to identify possible housing alternatives for the aged. Make a class list of available alternatives.
	Give examples of housing in your community for the aged. Explain how each type differs. How are they similar?
	Take field trips to investigate the advantages and disadvantages of (1) private home care of the aged, (2) retirement villages, (3) senior citizen homes, (4) convalescent homes, (5) living with children, (6) children living with the aged. Share findings and discuss in class.
b. Family considerations	Interview various families who have used different methods of caring for aged parents or other relatives or friends. Compare outcomes of each method. Are some methods better for some situations than others?
	Talk with your parent(s) about feelings concerning the housing of the elderly. Have they had to help relatives find suitable housing? Share your findings in class discussion.
	Pretend that you are trying to decide what type of situation would be best for an elderly person. What things would you consider in your decision? What justification could you give for your decision?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Use socio-drama and imagine that you are a marriage counselor working with a couple who are having a conflict over the care of elderly parents. Discuss ways to resolve the conflict.
c. Community resources	Look through the telephone directory or community services directory to identify organizations and agencies designed to help senior citizens. Develop a list of available resources and types of services offered.
	Visit one of the agencies or organizations in your community that offers housing and physical care for the aging. How do elderly people find out about these services? Do the elderly find the services satisfactory? What could be done to make the services even more beneficial? Report your findings to the class.
	Debate the statement, "It is the obligation of families and not communities to care for elderly."

COMPETENCY: *Ability to develop interpersonal skills needed for job success*

TERMINAL PERFORMANCE OBJECTIVES: *Explain kinds of communication.*

Assess components of meaningful communication.

Analyze group influences on individual behavior.

CONCEPTS

D. Developing Interpersonal Skills For Job Success
   1. Communication
      a. Verbal

LEARNING AND EVALUATION EXPERIENCES

Think about all the places where you communicate verbally in a day. List as many as you can. Examples: home, school, on the phone. How does verbal communication differ in these situations? Do you say different things to your friends than to your parents? How would verbal communication with your employer differ from that with your friends?

Study references to identify characteristics of good verbal communication. How can the message be distorted or its meaning lost? What can interfere with the communication?

Prepare and give a demonstration on performing a task, such as: taking a picture using a 35mm camera, packing a backpack, changing a tire, giving first aid, making fabric flowers, doing macrame. Have other students observe and react. Were verbal directions clearly stated? Were words you might not know clearly defined? Were examples given which would help you relate? Were steps shown clearly and logically? Have student observers give constructive criticism about your verbal communication.

Discuss ways that employees can promote better communication with their employers. List the communication responsibilities of the employee and those of the employer.

Role play answering the telephone for a particular place of business. Tape-record your voice and play it back. Practice improving your voice, tone, quality, and pronunciation. [NOTE TO TEACHER: Contact your local telephone company to obtain a teletrainer for this exercise. Tips on a successful telephone personality are on the transparency on p. 350.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Volunteer to contact your local telephone company to secure materials to help you develop and practice telephone etiquette. Share the materials with classmates. Record your telephone conversation again, this time using the rules of etiquette described in the kit.
b. Nonverbal	Watch a teacher illustrating effective and ineffective use of nonverbal communication. Summarize ways to use nonverbal communication effectively.
	Collect pictures depicting nonverbal messages. Write a caption for each picture. Try to guess what has just happened. What do you think will happen next?
	Label 3"x 5" cards with "feeling" words such as: joy/anger, fear/self-confidence, helpfulness/rejection. Draw a card and demonstrate the feeling or emotion. How can nonverbal language be an asset to good communication on the job? Can nonverbal communication sometimes be a problem?
	Observe the nonverbal communication which takes place when a small group discusses an assigned topic for ten minutes. Did the group have a leader? Did group members listen to what was said? What feelings did group members display through nonverbal communication? What nonverbal communication gave you clues? [NOTE TO TEACHER: Assign a topic of current interest to students.]
	Observe interactions between people at a place of work. What nonverbal means of communication did you observe? What verbal communication did you observe? Compare the two. Do they contradict or reinforce each other? Report your observations to the class.
c. Listening	Listen as a drawing of a simple object is described to you. Without knowing what the object is, and without asking questions, draw the object as instructed. Compare your drawing with the drawing described to you. How do the two compare? Was it the speaker or the listener who was unclear? Analyze the transparency on communication to determine the importance of being both a good receiver and a good sender. (See p. 358.) Discuss the caption, "Communication is a two-way street."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a filmstrip on listening skills needed for job success. List the skills. How does each skill aid in effective listening?
	Practice taking messages: from a customer of a fast food service establishment, from a parent of a nursery school child, from an elderly person in a nursing home. Check to be sure you have noted who, what, when, where, and how or why.
	Based on your listening exercises, develop five guidelines for improving listening skills. Put the guidelines into action. Did your listening skills improve? How and/or why?
d. Barriers	Discuss barriers to good communication, such as: poor eye contact, language, culture, physical handicaps, outside noises. How could each of these barriers be avoided? [NOTE TO TEACHER: A review of the transparency illustrating the communication process may be helpful. (See p. 358.)]
	Simulate a hearing handicap by having a student wear earplugs. Have another student try to explain a simple task to the student. Discuss how poor hearing can be a barrier to good communication.
	Stand or sit facing another student. Practice clarifying statements to help dissolve communication barriers. Example: Student A says, "It is stuffy in here." Student B says, "Do you mean you want the air conditioner on?" Student A may reply, "No" (or yes). Student B then asks, "Do you mean you want the window open?" Continue this until Student B completely understands what Student A is communicating. What helps clarify communication?
2. Group Dynamics	Discuss the meaning of *group*. Identify groups to which you belong. What needs do groups help you meet? How do group members help you meet these needs? What are the purposes of the groups to which you belong? How can groups share information? Provide enjoyment? Solve problems? Name groups which have these purposes. Why is membership in groups important to people?

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

View a transparency to identify the factors at work in a group. (See p. 411.) Be sure to define each factor.

Study references to learn what roles members of a group may assume. Define the terms *task roles*, *group-building, maintenance roles,* and *leadership roles.* Describe the responsibilities associated with each role.

Think about a group to which you belong. Try to identify the person or persons who perform each role in the group. Explain why you identify each person as playing that particular role. How do the roles work together to encourage group functioning?

List your ideas about what it takes to be a leader. What does a leader do? What traits do you associate with leadership?

Study references to identify the styles of leadership. Compare and contrast the styles of leadership. How is group satisfaction related to leadership style?

Identify the leader or leaders of five groups to which you belong. What traits does each possess? What leadership style does each use? How effective is each leader? What effect does each leader's style have on the functioning of the group?

Work in groups of four or five to attempt accomplishing a task in a given length of time. After completing the exercise discuss: Who was the group leader? Who did not participate? Did anyone dominate the conversation but did no work? Did one student do most of the work? [NOTE TO TEACHER: Choose tasks with a tangible outcome, such as working a puzzle, solving a brain teaser, or preparing a snack.]

Observe and analyze groups of different sizes to determine how interaction varies with group size. Outline the characteristics of interaction in different size groups. Who seems to be the group leader? How well do the group members work together? Does the group work together or divide into smaller groups?

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Study references to identify patterns of communication in groups. Why is communication important in a group? How are the patterns of communication related to leadership style? [NOTE TO TEACHER: A transparency on patterns of group communication may be helpful. (See p. 412.)]

Identify ways nonverbal communication is used in groups. Discuss possible meanings of the following: seating choice, eye contact, amount of space between people, posture.

Discuss ways groups influence the behavior of individuals. What is a *group norm?* What causes people to conform to group norms? What are the advantages and disadvantages of conformity? How do group norms contribute to group cohesiveness?

Read newspaper articles or magazine stories which concern group activities. Examples: concerts, riots, football games, business meetings, etc. Identify the type of communication that took place. How do riots get started? What makes business meetings orderly or disorderly? What makes a crowd get excited at a football game? Why may people act differently in a crowd than they would individually?

Discuss the following statements: "There is power in numbers." "Groups offer safety to their members." "It is necessary to adopt group behavior to be part of the group."

Discuss ways group membership can contribute to your personal growth. How can it help you in a job? Make a list of groups to which you belong. Beside each group list ways you have grown as a member of that group. What skills have you gained? How have your relationship skills improved? Has group participation helped you to accept authority? Criticism? Have you grown more in some groups than in others? How could your personal growth be used to decide the value of belonging to a particular group? Are you involved in the group because of the people in the group or the goals of the group?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Empathy	Use a dictionary to find a definition of *empathy*. How does *empathy* differ from *sympathy*?
	Explain how empathy might be valuable in human relationships. How can empathy help you to be successful on the job? In a family?
	View a filmstrip explaining the role of empathy in human relationships. Summarize the information presented. What are some ways to show empathy?
	Read a section from a book or a short story. Write a book report analyzing how developing empathy with the characters in the story can contribute to self-understanding and effective human relationships. How did your views change as a result of empathizing with the characters in the book?
	Recall a time today where someone showed empathy to you. How did it make you feel? Was there a time today when you didn't use empathy when you should have? Discuss your experiences with empathy.
	Role play employment situations in which empathy might be useful. The class should observe body language of the players and discuss the following questions: How could empathy improve interpersonal relationships? What effect does empathy have on our actions? Can a person have too much empathy?
4. Perception	Use a dictionary or reference book to find out what is meant by *perception*. How does perceiving differ from seeing?
	Explain how you perceived a recent school event, such as an assembly program, pep rally, or election. How does your perception compare with that of your classmates? Is there such a thing as a right or wrong perception? Why? Are any two persons likely to have exactly the same perception of an event?
	Give examples of times you have perceived a situation incorrectly. What is a misperception? How does this hinder communication? How is stereotyping often a misperception?
5. Respect for rights and privileges of others	Listen and discuss with a panel of employers the expectations they have of a beginning worker. What qualities can an employer expect from an employee? What role does respect play? Share with the employers what your expectations of an employer would be. How similar or different are the expectations?

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

View the transparency, "A Short Course in Human Relations." (See p. 413.) Why are these words important? What character traits do they reveal?

Ask an employer to complete the following statement, "I want a worker who..." As a class, compile all the responses given. What do employers expect of their employees?

Prepare a bulletin board listing "Rights and Responsibilities of the Employer and Employee." What common expectations do the two groups have?

Examine your family life. How are the rights and responsibilities of an employer and employee similar to those of a parent and child? Determine how the two relate.

COMPETENCY: *Ability to formulate a personal philosophy of life*

TERMINAL PERFORMANCE OBJECTIVES:

Describe the functions of philosophy and philosophers.

Define philosophy of life.

Examine factors influencing personal philosophies.

Formulate a personal philosophy of life.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
E. Philosophy of Life 1. Understanding philosophy a. Defining philosophy b. Philosophies and philosophers	Use dictionaries, reference books, and textbooks to find definitions of the word *philosophy*. What are the functions of philosophy? How are philosophies developed?
	Study references to learn about philosophies such as idealism, realism, pragmatism, humanism, pessimism, optimism, and materialism; or about philosophers such as Plato, Socrates, Artistotle, Augustine, Thomas Aquinas, Descartes, Spinoza, Kant, or James. At what periods in history were these philosophies or philosophers popular? How is philosophy affected by change? How do the philosophies that are in favor during a certain period of time help to describe that particular time?
	Write a paper on a philosophy or philosopher which interests you. Summarize your paper in a report to the class.
	Identify philosophies which are presently in favor. Do these philososphies present similar or dissimilar viewpoints? Do they reflect the same or conflicting interests? What would you predict to be the philosophical trends of the future? Why do you feel these philosophies will prevail?
2. Formulating a personal philosophy a. Defining philosophy of life	Study resources to find definitions of *philosophy of life*. What are the components of a philosophy of life? When and how does your philosophy of life develop? In what ways may your personal philosophy influence the way you relate to others? How does your philosophy reveal what you consider important? Why do you need a philosophy for life?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Factors influencing personal philosophies	Discuss ways various factors, such as values, goals, personality, environment, and experiences, influence the development of your philosophy of life.
	Brainstorm to identify sources which could aid you in expressing your philosophy of life.
	Interview several adults to learn how they would describe their philosophies of life. What factors appear to have influenced these persons' philosophies? Compare philosophies of life of persons of different ages. Do parents influence their children's philosophies?
	Examine cartoons from comic books, magazines, or newspapers. Select one cartoon character and examine the character's philosophy of life. What evidence did you find that the character had formulated his or her values and goals into a consistent philosophy? What factors appear to have influenced the character's philosophy?
	Read the biography or autobiography of a well-known person. Describe this person's philosophy of life. What did the person appear to value? What were the person's goals? What did the person want from life? What contributions did the person want to make with his or her life? What did the person want to contribute to the lives of others?
	Listen as a local "sage" describes her or his philosophy of life. What factors influenced the development of the person's philosophy? What values and goals did the person express? How does the person relate to others? How did this person come to be regarded as wise?
	Write a paper describing ways various people have influenced your philosophy of life. What contributions has each person made to your philosophy of life? Why do you feel these persons were influential?
	Describe a personal experience which you feel has influenced your philosophy of life. Was the experience positive or negative? Did it make you think or react in a new way, or did it reinforce previous experiences? Did you have to make a decision to resolve a conflict situation?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss how you would react to situations such as the following: sharing a limited amount of food, aiding an injured stranger, turning in a neighbor for child abuse. How would your reaction in these situations reveal your philosophy of life? What do reactions to such situations reveal about the way you relate to others?
	Identify a conflict which required you to make a decision. What was your decision? How might a different philosophy of life have resulted in a different decision?
	Identify conflicting viewpoints in our society with which you must deal in formulating your philosophy of life. Examples: family/career, religion/science, equality/segregation, honesty/expediency, patriotism/personal loyalty. What kinds of behavior are associated with each viewpoint? How would your stand on these issues influence your philosophy of life?
c. Stating a personal philosophy	Use magazines and newspapers to create a collage of words and pictures which you feel represents your philosophy of life. Share your collage with the class describing what you have depicted.
	Write several words, phrases, or statements that illustrate your philosophy of life. Use shadow portraits to form a bulletin board on "Philosophies of Life."
	Write a paper titled, "My Philosophy of Life." Describe what you think is most important in your life by answering the following questions: What are my values? What is most important to me? What are my goals this year? In the next five years? In the next ten years? Are my goals compatible with my values? What do I want from life? What can I contribute in my life? What can I contribute to the lives of others? What maxims and creeds accurately represent my personal beliefs? Use your answers to these questions as a basis for writing your personal philosophy. How does your philosophy of life affect your day-to-day living? Keep your philosophy to read in a few years.

COMPETENCY: *Ability to analyze career and job opportunities*

TERMINAL PERFORMANCE OBJECTIVES: *Examine job and career opportunities related to family living.*

Examine the interrelationship of employment and home life.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
F. Exploring Careers in Family Service 1. Career ladders	Research family service careers. Decide which of the jobs identified are entry-level, semiprofessional, skilled, technical, or professional.
	Study references to identify opportunities for skilled, semiprofessional, technical, and professional level jobs and careers in family service. [NOTE TO TEACHER: Use such resources as *Dictionary of Occupational Titles* and *Occupational Outlooks Handbook*, other references, a guidance counselor, or the school library.] Which of these job opportunities exist in or near your community?
	Listen to a panel of resource persons discuss job opportunities in the field of family service. [NOTE TO TEACHER: Panel members might include an extension home economicst, hospital administrator, social worker, school counselor, minister, educational director.] What jobs appear most promising for the future?
	Develop a bulletin board using magazine pictures of people in family service careers. Label the pictured occupations.
	Identify careers which involve service to families. What jobs involve social service? Counseling? Health care? Education? Recreation? Make a class notebook of each, listing agencies which provide such services.
	Select a family service job that interests you and interview a person employed in that job. Discuss the opportunities for advancement in the field. How did the person get started? What education and/or training was required to get the position?
2. Qualities needed	Study references to identify entry requirements for a family service occupation. Share your findings with the class. Compare entry requirements, and group jobs accordingly. Compare and contrast jobs in each group.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel of family service employees describe the importance and role of communication in family service occupations. What suggestions do they have for improving communication skills?
	Discuss personal qualities needed by employees in the family service occupations identified in previous experiences.
	Interview five persons employed in family service occupations. Why did these persons choose their careers? What qualities do they believe persons in family service careers need?
3. Educational requirements	Identify educational preparation needed for various family service occupations. What high school subjects would provide a good background for a family service career? What post-high school training opportunities are available?
	Listen to a panel of persons employed in family service occupations describe the education and training they have acquired. What types of experiences do these persons feel helped them reach their present positions?
	Study college and university catalogs to identify training available for family service occupations. Visit the campus, if nearby, to talk with counselors and program directors. Share your findings with the class.
	Listen to a local community college representative describe training opportunities and programs in human services. What is the cost of the training? How long is the training? What are the admission requirements? What counseling and job placement services are available?
	Give examples of hobbies or volunteer activities which could help you prepare for a family service career. How may these activities improve your job skills and competencies? How can these activities help you choose a career?
4. Job and career opportunities	Brainstorm to identify sources of employment for jobs related to family service. Check references for ideas.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study resources to identify one of the following: employment trends in family service occupations, availability of family service jobs, current job openings for family services jobs in your community or a nearby community.
	Collect newspaper ads for family service jobs. List the jobs by the level of education required. Also collect ads for jobs which require skills you have learned in your family living course. Describe how the skills you have learned in family living could be used in other jobs.
	Brainstorm to identify entry-level job opportunities related to family living. Check with references.
	Take a field trip to a family service business, such as a hospital, senior citizen center, nursing home, Department of Human Resources office, or Social Security office. Observe the jobs being performed. Listen to a description of the operation and the services performed. What are the duties of each employee?
	Check resources to identify family services which could be provided in your home or in a small business. Identify rules and regulations which pertain to businesses and individuals offering these services.
5. Interrelationship of employment and home life	Brainstorm to identify ways a family is affected by the careers of its members. How do the careers your parents have affect your family's lifestyle? Do you have a job? How does your job affect your family's lifestyle? Your lifestyle? What careers tend to contribute to family cohesiveness? What careers may contribute to family dismemberment or disruption?
	Interview five persons to learn their reasons for working and the reasons for their job choice. What effect has their job choice had on their individual or family lifestyle and relationships? Report your findings to the class.
	Prepare a questionnaire to identify the effects of employment on individual or family life and the effects of family life on employment. For example, how does choice of occupation affect the family? Poll a variety of people in the community. Tally the results. Discuss.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Interview a personnel director and discuss the relationship of success in marriage to success in a career. Also interview a marriage counselor to find out what relationship the counselor sees. How similar or different are the two?

Discuss problems that might occur when a wife and husband both work outside the home. Suggest possible solutions. How could the skills you have gained in this family living course help you to solve the problem?

Write a story about a couple in one of the following situations: the wife needs to work for the couple to reach their goals; the wife wants to work to build a career; the husband is a full-time employee while the wife is a full-time homemaker or student; the wife is a full-time employee while the husband is a full-time homemaker or student. The husband wants to be the full-time homemaker. Discuss reasons each situation might be the best choice for a particular couple. What factors should a person consider when choosing a career? What effect would each situation have on the family's lifestyle?

Identify skills acquired in performing homemaking responsibilities which might be useful in gaining employment. How is being a homemaker a career?

Write a paper analyzing the interrelationship of employment and home life in a given situation.

SEMESTER COURSE

SEMESTER COURSE
HOME AND FAMILY LIVING

COMPETENCY: *Ability to analyze own development*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze individual needs at various stages of development.*

Develop a positive self-concept.

Determine influences on value development and clarification.

Develop a values system.

Develop a philosophy of life.

Analyze own character development.

Examine ways to develop and maintain mental health.

Apply management principles to own life.

Demonstrate sensitivity in dealing with own needs and those of others.

Describe adjustments of the single adult.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Living Independently A. Accepting Myself as an Adult 1. Basic needs	Develop a class definition of *basic needs.* List the qualities of a basic need to further define the term. A list of some is on the transparency on p. 355. Divide into buzz groups. Each group will be supplied with a large sheet of paper and one group member will be assigned as recorder. Draw a large circle, representing a person, with several lines extending outward from the circle. Write words or phrases that represent basic human needs at the end of each line. Combine all the basic needs listed by the groups. Explain how each entry on the list fits the class definition of a basic need. Arrange the class list of basic needs in order from lowest to highest where lower level needs must be met before the higher level needs become important. View a transparency illustrating Maslow's hierarchy of needs. (See p. 414.) Point out similarities and differences in the class ranking of basic needs and Maslow's ranking.

CONCEPTS	LEARNING AND EVALUTION EXPERIENCES
	Construct a bulletin board titled, "Meeting Basic Needs." Using a central picture of an individual, group five pictures around the central figure to illustrate Maslow's hierarchy of basic needs. Determine ways each of these basic needs is expressed by all persons regardless of race, religion, culture, or the part of the world in which they live.
a. Physiological b. Safety	Bring to class a newspaper article describing a situation where the physiological or safety needs of a person were not met. Share the article with the class.
	Describe behavior patterns that are often exhibited when basic physiological and safety needs are not met. How does a person behave when hungry? Cold? Frightened?
	Analyze your own life. Are your basic physiolgical and safety needs being met? Are there ways that you could help fulfill these needs? How does fulfillment of these needs push you up the hierarchy of needs?
c. Love	Find a newspaper or magazine story or recall a story where love needs were expressed. Share the story in class. How were the love needs of the people in the stories being met? What happens if love needs are not met.
	Select a picture from a magazine or book (or a personal photograph) that illustrates love and meeting love needs. Share your picture with the class and explain how love needs are expressed and met.
	Select a picture showing the need to belong. How does the need to belong relate to the need for love?
d. Esteem e. Self-actualization	Develop class definitions of *esteem* and *self-actualization.*
	Study references to clarify the definitions of *esteem* and *self-actualization.* Discuss what these terms mean to you. [NOTE TO TEACHER: The transparency, "Characteristics of a Self-Actualizing Person," will be helpful. (See p. 357.)]

Work in small groups to practice praising others. One person in each group is chosen to be "It" and is given a bag of peanuts or raisins. The person who is "It" sits in the center of the circle and is praised in turn by persons around the circle. When "It" receives a compliment and appreciates it, "It" gives the praiser one or more pieces. If the compliment is wonderful, "It" may give the whole bag. That person becomes "It" and sits in the center of the circle. Continue until everyone has received either compliments or the prizes.

Complete open-ended sentences, such as: (1) The nicest thing I ever did for anyone was. . . . . , (2) The nicest thing anyone ever did for me was. . . . . , (3) The nicest thing I ever did for myself was. . . . Discuss how esteem needs are met by doing things for others and yourself.

Examine your own life. Identify ways your family and friends help you to feel self-esteem. Keep a record for a day of compliments or praise given by family and friends. Share your record with the class.

Study the transparency, "Levels of Interaction." (See p. 415.) What are the levels? Name a person you are on each of the levels with. Why is interaction important? Why is it important to "get involved"?

Plan three ways that you can build self-esteem in a family member or a friend. Carry out your plans if possible. Note personal satisfaction that occurs when you carry out your plan.

Discuss the following statement: Self-actualization means that people feel the need to have new experiences and develop new skills or talents.

Express a desire to achieve self-actualization by completing the following statement on a scrap of paper, "Something I have always wanted to learn to do is. . . " [NOTE TO TEACHER: Take up slips of paper. Redistribute to class members.] Discuss the various ideas and possible ways to experience each one.

Write a paper explaining where you are on the hierarchy of needs. How do you know? Give examples to show what needs you have, and how these needs are met or not met.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Self-concept a. Self-acceptance	Describe the characteristics of a person you feel is self-accepting. What does it mean to be self-accepting?
	Draw a circle approximately six inches in diameter. Divide the circle into three equal parts. In each of the parts use words and phrases that describe (a) the kind of person you think you are, (b) the kind of person your friends think you are, and (c) the kind of person you would like to be. Brainstorm ways you can make all three of these persons one. What problems might you encounter if the three you's are far apart? Why are they not the same?
	Discuss the following questions: How do grooming habits affect or reflect your self-concept? How does being dressed inappropriately for an occasion affect your self-concept? Give examples of behavior that may be used to cover up a poor self-concept.
	Choose a partner of the same sex and face one another. With honesty and consideration tell one another what you see, including physical appearance and behavior. Then tell how you see yourself. Consider the following questions: Why didn't you tell your partner everything you saw? Is your self-concept different with different groups, such as an adult group, a peer group, or in a church group? Why? How did your "personal self" influence what you told your partner? How was your "personal self" influenced by what your partner told you? Change partners (opposite sex, stranger, best friend, etc.) and repeat. How does the experience differ? Why? What have you learned about yourself as a result of this experience?
	Exhibit signs of self-acceptance by role playing situations that could alter your self-concept. Example: Imagine that several classmates, including some friends, are planning a prank which involves breaking into the school. Would you: (1) Participate in the prank, including breaking into the school? (2) Help with the prank but not enter the school? (3) Not participate but not disapprove? (4) Not participate and disapprove? (5) Not participate and tell others about your disapproval? What does your answer tell about your self-acceptance?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Personality	Define *personality* in one sentence. Share your definition with classmates. What similarities do you find in the definitions?
	Read various references concerning theories of personality development. Based on the readings, discuss how personality originates and develops.
	Debate the question: Does a newborn baby have a personality? What theories support your position on the question?
	Describe the climate in two different parts of the country. What are the good and bad points of each? Does one part of the country have more climate than the other? Describe the personality of two individuals. What are the good and bad points of each? Does one person have more personality than the other? [NOTE TO TEACHER: Point out to students that just as one part of the country does not have more climate than another, neither does one person have more personality than another.] What is a *good personality?*
	Examine your personality. Point out the good and bad points of your personality. How could the bad points be improved? Make a plan for improving your personality.
c. Popularity	Formulate a class definition of *popularity*. Relate this definition to your development.
	Contrast definitions of *popularity* and *personality*. To illustrate the differences, identify situations in which popularity is not synonomous with personality.
	Select a leader, recorder, and timekeeper for a circle discussion. The leader reads questions pertaining to popularity. Each student makes a statement about each question. A timekeeper limits the statements to one minute. The recorder keeps notes on the comments. No one should speak out of turn, not even the leader. The leader summarizes the discussion after each question. Examples: What is popularity? What is a popular person? What factors are considered when peers select a "most popular" person? Can you be popular in one situation and not in another? Is success the same thing as popularity? What are contributing factors for popularity with the same sex? [NOTE TO TEACHER: If more than one circle is used, a panel of the leaders or recorders may summarize answers to each question.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Share your feelings on the influences of physical attractiveness and popularity through discussion with other class members. Does being popular mean you have to be physically attractive?
	Study the following situations in order to relate popularity to personality. Situations: (1) Even though Napoleon may not have had the best personality, he was a popular leader. (2) Your school is in need of a good quarterback. A student who is skilled in this area transfers to your school. Suddenly the student is popular. Discuss these questions: Is popularity determined by the need of the hour rather than by personality? Does being popular mean you have a good personality?
	View a film or filmstrip on pressures on young people to conform. Have you experienced these pressures? Based on the filmstrip or your personal experience, list on the chalkboard ways that persons conform. Decide which conformities are constructive and which are destructive in relation to individual personalities.
	Examine your own popularity. How would you answer the following question in relation to that examination. "What price am I willing to pay for popularity?"
	Describe ways you can be an individual and still be popular. Determine constructive and destructive forms of individuality in relation to personality development.
d. Maturity	Divide into buzz groups to develop a definition of *maturity*. Write the groups' definitions on the chalkboard. Compile one class definition.
	Compare class definitions of *maturity* to those given in various textbooks. Discuss.
	Work in groups to gain information on the following types of maturity: chronological, physical, intellectual, emotional, social, and philosophical. Summarize the various types and report your findings to the class.
	Find appropriate pictures to illustrate each type of maturity. Draw conclusions about your own maturity.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to list words describing a person who is mature. Summarize by comparing mature characteristics with immature characteristics. List on the chalkboard. Listen to popular recordings and analyze the maturity or immaturity depicted by the lyrics. Share your ideas with classmates. Compare responsibilities of family members of different ages. How is responsibility related to maturity?
3. Values clarification a. Values defined	Use references to define *values, goals,* and *standards.* Explain what values, goals, and standards mean to you. Give an example of each from your own life or others. View and discuss a filmstrip on clarifying values, goals, and standards. How are values, standards, and goals learned from early and continued life experiences? Analyze case studies exemplifying the influences of family experiences on the stability of your values, goals, and standards. Describe the behavior of the individuals in the study. What influenced their behavior? Write your autobiography. Analyze your autobiography to determine evidences of your values, goals, and standards.
b. Development of values	Work in buzz groups to list factors (such as adults, peers, abilities, attitudes, needs, and personality characteristcs) which influence the development of values, goals, and standards. Report to class. Discuss the following questions: What are some day-to-day actions which may result from holding certain values and goals? How may values and goals influence your future? What will be the result if you hold values that are the same as those of friends? How will understanding other people's values help you in personal relationships? How do values determine goals and

standards? How do standards determine the value that you place on any one particular goal? Where do you get your values? Why do you need to recognize your values? Can values be changed? Should people impose their values on others? Explain. What do you think are major American values? How do values relate to our lifestyles? Do the values of a family change in different situations? Give examples.

Imagine the values and goal orientation of an individual who has been reared in one of the following family situations: family in which there are no rules and regulations, family in which one parent rules today and the other tomorrow, authoritarian family, or democratic family. How would they differ?

Write a short story or play depicting several influences upon the development of values. Read a short story or play and point out the influences on the value development of one of the characters.

List several of your values in the order of their importance to you. Ask a teacher, parent, employer, or other adult to list their values in order of importance. Compare your values with those of the person interviewed. Are they the same? Different? Which values are the same? Different? Why are there differences?

Interview persons in various age groups, such as junior high, high school, and adult, to discover what each feels is important in life. Compare your findings with those of classmates. Discuss what may have influenced the development of values in each age group. Will understanding how values are developed help in your relationships with other persons?

Give examples of difficulties some people may have in identifing their values. Why do they have difficulty?

Select a magazine article, newspaper clipping, headline, cartoon, or picture to illustrate how values, goals, and standards are applied.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Discuss how values, goals, and standards direct behavior in interpersonal relationships. How do unrealistic values and goals produce conflicts?

Role play a dating situation about two people who have different values of money. Describe conflicts that could arise if one considered money important and the other considered it unimportant. How could these differing values be handled in a relationship? When can differing values not be reconciled?

Examine the influence of the peer group on values, goals, and standards. Identify conflicts that may result from differences in values, goals, and standards of the individual and the group.

Collect a series of advertisements. Analyze these advertisements to determine the influence of mass media on our values. How do advertisements influence teenagers' behavior?

Write a paper expressing your view on upholding your values, goals, and standards at the risk of being unpopular.

Role play a situation where someone "catches" you at being inconsistent in your values. Why do your values change from day to day? How can you be more consistent?

c. Personal values

Brainstorm to identify factors which could influence an individual's or family's values. Examples: family size, composition, income, social status, stage in the life cycle, values, standards, and goals. Identify factors outside the family which might influence a family's values. Check with references to find additional factors.

Discuss the statement, "Our values are yardsticks we use to measure our behavior."

Pretend your home is on fire and you must leave quickly. You have time to get only one or two possessions. Decide what you would take and why. Summarize by discussion what your selections may reveal about your personal values.

Look at a bulletin board display titled, "I Wish These Were Mine." [NOTE TO TEACHER: Arrange pictures of 10-12 items teenagers might want to own on the bulletin board.] Work in groups or individually to choose the two items you want most and share reasons for your choices with the class. Discuss these questions about your choices: What values do these needs and wants reflect? What priority should you or do you give these needs and wants? What events in your life might alter these values and priorities?

Analyze the following situations to identify the goals, standards, and values in each. Tell how the behavior of each individual in the examples of influenced by his/her values, goals, and standards. (1) Tom wants to graduate from high school and is satisfied with a "C" average. (goal–graduation; standard–"C" average; value–job seurity.) (2) Joan gets up 15 minutes early in order to put on false eyelashes. (goal–look better; standard–amount of makeup applied; value–attention, recognition.) (3) Naomi works after school to buy a used car. (goal–car; standard–used is as good as new; value–independence, status.) (4) Bill wants to babysit in order to buy a suit for the dance. He turns down a chance to mow Mrs. Jones' yard. (goal–new suit; standard–limited in type of job he would accept; value–peer acceptance.)

Read case studies concerning different families and their values, goals, and standards. Analyze the different families to determine how values influence behavior. Categorize the family's orientation by one of the following: things, people, ideas, activities, or status.

Watch a television program depicting a family situation. Determine the apparent values, goals, and standards exhibited in the situations. Predict ways your values for your future family may be similar or different from those exhibited. Share your thoughts in a class discussion.

Interview two families of similar size, composition, income, social status, and at the same stage in the life cycle. Ask them to list their needs and wants for the coming year. Compare their lists. How are they similar? Different? How do you account for the differences? Are your family's needs or wants similar or different from those identified by the two families?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a paper on "Who Am I?" Include the following things about yourself: How do I spend my time? How do I spend my money? What things do I always get done? What values do my answers reveal?
	Identify values, goals, and standards you feel are representative of you. List them in order of priority. Ask a friend to make a list of values she/he thinks you possess. Compare this list to your personal list. Evaluate your original list of values, goals, and standards. Why may there be a difference;
d. Philosophy of life	Define *philosophy of life*. Listen as your teacher describes possible components of a philosophy of life. What role do values, goals, and standards play in developing a philosophy of life? How does a philosophy of life develop?
	Read and study *Aesop's Fables* and relate them to contemporary society and personal development. Keeping the fables you read in mind, discuss the following: How does your attitude affect your personal philosophy of life? How do your values and goals affect your philosophy of life? Are past experiences influential on your philosophy? What other factors affect your philosophy of life?
	Obtain a comic strip from a magazine or newspaper. Read the comic strip to the class. As a class, point out what you think the characters' philosophies of life are.
	Read autobiographies of famous persons, interviews of well-known personalities, or articles exemplifying philosophies of life, such as "My Most Unforgettable Character" in *Reader's Digest*. Analyze the articles to determine the philosophies of the persons. What influenced these persons in the development of their philosophies? What role did values, goals, and standards have in the development of their philosophies?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Restate the philosophies of famous people in your own words. Write these on paper and share your interpretation(s) with a classmate. Point out the similarities and differences in the philosophies rewritten by you and a classmate.
	Write an essay expressing your own personal philosophy of life. Include ways that your personal philosophy affects your day-to-day living. Share your philosophy with classmates by showing them a symbol or picture that illustrates your philosophy. Compare your philosophy of life with those of famous philosophers.
4. Character Development a. Character defined	Discuss the question: What is *character?* Locate a definition of *character* in the dictionary and a textbook. Are the definitions similar to the ideas of the class?
	Break into small groups to discuss the statement, "Character is what you are–not what you appear to be." One group member will be assigned to summarize the group's discussion and present the summary to the other groups.
b. Influences on character	Write a "family rule" that could help members of your family develop desirable character traits. Combine all the rules listed to form one class list of rules. [NOTES TO TEACHER: Have the students write the family rules on strips of paper so the rules can be used in the following learning experience.]
	Draw a family rule from a box or hat. [NOTE TO TEACHER: Use the family rules written on strips of paper in the previous learning experience.] Explain to the class how the rule could help develop specific character traits.
	Participate in a large group discussion. Explore questions such as the following: How have friends, parents, peers, religion, teachers, other adults, and past experiences influenced your character development? Who has had the most influence on your character development? Why do you believe this?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Stages of character development	Read references on Peck's and Havighurst's views on character development. What stages do they identify? Discuss the stage where most class members feel they are.
	Divide into four groups. Use selected references to research the stages of character development presented by each of the following authorities: Freud, Erikson, Havighurst, and Peck. Select a reporter to summarize the findings for the class. Discuss similarities and differences in the theories.
	Work in the groups above to illustrate the stages of character development. Share your illustration with the class.
	Draw from a box a slip of paper describing a stage of character development. Determine who the theorist is and exactly what stage is described. Give an example of a characteristic a person at that stage might exhibit.
	Role play situations where a person's character is being tested. Show how persons at different stages of development might react to the same situation. Situations: A person is asked to help a friend cheat on a test. A person observes a shoplifter. A person is given too much change after making a purchase. A person is given someone else's more expensive jacket by the cleaners.
	Observe children in a nursery or elementary school or in your neighborhood. Make notes of incidents that may affect a child's character development. Share your observations in a class discussion. Compile a list of the factors affecting character development which were noted by class members.
d. Character traits	Read a definition of *trait* written on the chalkboard. Think about the definition and formulate your own definition. [NOTE TO TEACHER: After students have had enough time to think of their own definitions, erase the one on the board.] Share your definition with other class members.
	View a short film or read a story on a topic such as vandalism, bullying, or cheating. Describe in a short paragraph the traits exhibited by the character in the film or story. Would you like to possess the same traits?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into groups representing ages 6, 10, 13, and 17 years. Pretend you are a person of the assigned age and complete sentences such as: I wasn't stealing; I was just ______. I can't borrow your homework to copy because ______. I found this billfold in the hall today and I'm going to ______. Examine the situations and point out traits that seem to be typical of each age group. Discuss reasons for differences in responses of each age group.
	List the character traits of people you like or admire. Why do you like these people? What does *consistency* have to do with these people's behavior? Analyze your own character traits. Do you possess any of the character traits you admire in others? List those that you feel you have and those that you would like to have.
	Devise a plan to help you develop the character traits you would like to possess. Set goals to help you with your plan. Write weekly progress reports to record your level of achievement.
5. Mental health a. Mental health defined	Write on a piece of scratch paper what you think *mental health* is. Read the definition of mental health placed on the board by your teacher. Compare the two definitions.
	Divide into three groups. Each group will take one of the following statements and identify reasons it feels the statement is true or false: (1) Good mental health requires you to have a positive outlook on life. (2) Good mental health requires you to have a feeling that life is worthwhile. (3) Good mental health requires you to feel that the future will be better. Appoint a reporter to share your group's reasons with the class.
b. Influences on mental health	Brainstorm to list the basic physical needs of humans (such as food, clothing, shelter, and air) and the basic psychological needs of humans (such as affection, new experiences, success, and companionship). Discuss how the fulfillment of each need affects your mental health. Compare your needs list with those in references.
	View the transparency on "Myths of Happiness." (See p. 356.) What does it mean to be happy? Why can unhappiness result from these myths of happiness?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Developing mental health	Describe how you feel when a peer insists you are wrong but you know you are right. Do you lose your cool and get upset? Do you ignore the fact and leave? Do you try to prove you are right? How would someone with good mental health handle the sitation? Think of something that really irritates you. Write a paragraph describing the situation and tell how you usually react. Then, explain how you could deal with the problem logically, and without a temper outburst. Divide into small groups to role play situations involving frustrating or irritating experiences. Show how the situation could be handled in a logical and mature way. View the transparency, "Characteristics of a Mentally Healthy Person." (See p. 354.) Discuss. Develop a list of specific clues to watch for in the development of good mental health. Share your list with classmates. Add additional suggestions to your list. [NOTE TO TEACHER: Be sure students include such clues as: (a) enjoy the things you do, (b) accept yourself and others, (c) learn to deal with frustrations, (d) recognize the importance of proper use of leisure time, and (e) accept things that cannot be changed.]
d. Maintaining mental health	Listen as a speaker, such as a psychologist or counselor, describes the importance of achievements and rewards in maintaining good health. In a paragraph, summarize the information presented by the speaker. Break into groups. Each group will be given a marker and a long sheet of paper, and will assign a recorder. Brainstorm to identify habits or actions that can contribute to sound mental health as the recorder writes the habits or actions on the sheet of paper. Post the lists on a bulletin board and discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Examine your own mental health by keeping a record of how many times you lose your temper during a week. Also, record times when you could have lost your temper but didn't. Turn your record in to your teacher.
e. Serious maladjustments	Listen as your teacher describes characteristics displayed by someone with serious maladjustments. List the characteristics outlined. How do the length of time and the intensity of reaction to everyday frustrations relate to maladjustment?
	Give examples of behavior people might exhibit if they have serious problems in adjusting to a difficulty in everyday life, such as car trouble, rejection from peers, or failure to find a job. Base your examples on the description given you by your teacher. Discuss your examples with classmates.
	Visit your local library to find resources on mental health. Choose one type of mental illness in which you are particularly interested. Write a summary of the condition and include ways that mental illness can be treated. Report your findings, orally, to the class with emphasis on the treatment of the condition.
	Read and analyze case studies about people with serious mental conditions. Use references or information from oral presentations to determine how a condition is treated and how it could have been prevented. Point out possible causes of the condition.
6. Managing throughout life a. Management process	Study a transparency illustrating the steps of the management process. (See p. 416.) [NOTE TO TEACHER: Specific activities in each step are as follows: Planning–List goals, and rank according to importance. Make a time schedule. Initiating–Carry out goals. Controlling–Check progress. Make changes as needed. Evaluating–Critique the results. Suggest improvements. Read each step and its definition.]
	Give an example of each step in the management process from your own personal experience. Did you use the process in the experience you cited? Would use of the process have changed the outcome?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

List the things that you do in a normal day. Apply the management process to these things in order to make the most of your time during a normal day. Put the process into action by trying it for a day. Share with classmates your experiences using the plan. Point out to classmates ways that you saved time by using the plan.

Evaluate your own use of the management process. Compare your normal day to the day you experienced under the management plan. Did you accomplish more in the planned day? In what areas did you spend the most time? How could you use this process in the future?

b. Decision-making process

Study a transparency on the steps in the decision-making process (See p. 353.) Discuss each step and how it is used.

Brainstorm to identify decisions that might result from a major family decision (such as moving to another city, deciding to have a child, buying a new car, spouse getting a job.) Discuss how one decision leads to a chain of decisions. Why is it necessary to explore thoroughly the implications of a decision before making one?

Develop a bulletin board to illustrate the effect of one decision on another. The reaction of a row of dominoes if one domino is knocked over (each domino representing a decision resulting from the one knocked over) or a chain showing one decision following another as links of the chain might be used as illustrations.

Break into groups to identify a decision that a teenager might have to make. Take the decision through the first four steps of the decision-making process. Share the decision and the process followed with other groups.

Return to the groups formed to analyze the decision and the choice made to determine other decisions that may have to be made as a result of this decision. Outline. Must one decision follow the other? Are decisions interrelated?

Evaluate the decisions made by each group. Draw conclusions about each situation. Suggest alternative decisions that could improve the results in each situation. Justify the solution your group selected.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Living as a Single Adult 1. Singles Identified a. Never married b. Divorced c. Widowed d. Single parents	Name the first word that comes to your mind when you think of a *single adult*. Name categories of people who could be classified as single. [NOTE TO TEACHER: These include never married, divorced, separated, and widowed. Single parents may fall into any of these categories.] Study references to learn what percentages of adults never marry, are divorced, are widowed. How many parents are single for at least part of their children's growing years? How many persons become unwed parents? How likely are divorced persons to remarry? How many second marriages succeed? Examine your own feelings and attitudes toward single adults. Discuss your views with other class members.
2. Reasons for not marrying	List on the chalkboard reasons people may choose to remain single. Interview single adults you know to find their reasons for remaining single. Review the transparency on p. 378. What circumstances may cause someone to not marry? Examples: the right of choice, care of an ailing parent. Use references from your school library to find information on persons who do not marry. Outline reasons for not marrying based on your reading. Do you feel that the persons you read about are happy, enjoy their lifestyles, would prefer to be married? Report your findings to the class.
3. Advantages of remaining single	Listen as a panel of single persons speak to the class on advantages and disadvantages of remaining single. [NOTE TO TEACHER: Include never married, divorced widowed, single parents, and various age groups in order to get various perspectives.] Debate the following statement: Single persons have more freedom and fewer responsibilities than married persons. Role play situations to show how being single could be an advantage. Situations might include: A career opportunity requiring travel or moving around, opportunities to spend more time with close friends or family, more independence in decision-making, or freedom to dedicate your life to a cause.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Develop guidelines for leading a happy and useful life as a single adult. Would your suggestions apply to both sexes? Why?
4. Problems faced by single adults	Collect newspaper articles which reflect society's attitudes toward the single person. How have society's attitudes affected reactions to single people? Give examples of societal pressures that might push a single person into marriage.
	Pick a problem from the following that might be faced by single adults: cultural pressure to marry, adjustments to being single, difficulty in meeting people, living in a paired society, loneliness, housing needs, career, and personal safety. Pretending you are a single adult, write a letter to a friend describing the problem you face. Exchange letters. Answer the letter you received, suggesting solutions to the problem described. Discuss.
	Work in small buzz groups to discuss the problems of single adults and the solutions suggested. Suggest alternative solutions to each problem. Which solution do you feel is most feasible?
	Pretend you are a single person facing one of the problems discussed in your group. How might your self-concept be affected by facing this problem alone? Would this problem have occurred if you were not single? Would the solution be the same if you were married?
	Interview five single persons to learn what adjustments they have found necessary in functioning as a single adult. Were most of the adjustments related to social life, job, finances, or emotional considerations? Share your findings with the class. Categorize the adjustments identified.
	Recall problems panel members had in adjusting to being single. How does your self-concept affect adjustment to the single status? How would adjustments to being single differ for men and women? What characteristics did the panel members have that helped them be successful single adults?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask a single adult to describe times when loneliness is a problem. Does the person feel lonely frequently or infrequently? Is the feeling intense? What does the person do to cope with feelings of loneliness?
5. Being single again a. Adjustments	Listen to a marriage and family counselor describe adjustments required by becoming single again. How can the following aid in making the adjustment to single status? Health care routines, exercise, support groups. How can a person cope with loneliness, guilt, anger, children's anger, feelings of dependency, children's feelings of dependency? How can a widowed person handle grief, mourning, resentment over reshaping life? How can the person avoid making hasty decisions? How can a person develop a new social life?
	Interview a person who is separated, divorced, or widowed. What adjustments did the person have to make? Are the adjustments the same for men and women? Is there a difference in the adjustments of the person who leaves and the person who is left? What effects does society's attitudes have on adjusting to being single again? What sources of assistance are available to aid a person in adjusting to being single again? Discuss your findings in class.
	Ask persons who are single again to identify persons in their support system. Example: parents/grandparents, other relatives, married friends, single friends, organizations like Parents Without Partners Inc., churches and religious groups, neighbors, community. Report your findings to the class.
b. Dating	Listen as a leader of an adult singles group speaks on how single adults view dating. List the problems experienced and the positive viewpoints expressed. What seems to be the greatest problem in dating as an adult?
	Talk to single adults of different age groups. Discuss the pressures, problems, and reactions of society that the person experiences in dating. Report your findings to class.
	Use etiquette books or other books that would offer information on dating rules. Determine how these rules might vary for different age groups of single adults. Which rules would be the same? Who should pay for a babysitter? Discuss your findings in class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Children	Give examples of types of single adults who are in the one-parent family category. How might the characteristics and problems of a divorced parent differ from those of a widowed parent? A single parent? Discuss.
	View the transparency listing special parenting situations. (See p. 417.) Describe disadvantages and advantages of parents in each situation. Of children.
	Watch a TV show exemplifying a single parent situation. Identify the type of single parent, the approximate age of the single parent, and the child or children's age(s). What problems are experienced by the parent? By the child or children? Describe to other classmates the television show and the relationship existing in the situation.
	View the transparency on single parenting. (See p. 418.) What special problems does a single parent have?
	Discuss ways a single parent might solve the following problems: (1) Ex-spouse tries to buy love of children. (2) Children are impressed by other parent's lifestyle, new mate. (3) Parent cannot provide everything desired for children. (4) Children do not approve of parent dating. (5) Child needs adult role model of opposite sex. (7) Child is taunted at school because parent is unwed. (8) Child is emotionally affected by death of parent.
	Based on descriptions of single-parent families and your experiences with single-parent families, point out the advantages and disadvantages of a single-parent situation. List on the board. How does the age of the children involved affect the situation? Does the situation vary for different types of single-parent families?
	Choose one advantage and disadvantage of a single-parent situation that you would like to explore. Determine how the situation would differ for a two-parent family. Can problems experienced by a single-parent family be solved in the same manner as problems in a two-parent family? Express your views orally in class.
d. Relationships with ex-spouse	Recall situations you have read or seen on TV involving a divorced or separated parent and their ex-spouse. How realistic are these situations? Give examples of problems illustrated in the stories or TV.

Role play situations that could arise between single adults and their ex-mates. Discuss feelings that might arise in these situations. How can they be handled positively? How would children affect the situation?

Listen as a family or marriage counselor discusses the types of interaction that take place among single adults who are separated or divorced. Ask the speaker to offer possible preventions or solutions to problem situations. Can the interaction with an ex-partner be a positive experience? Is there such a thing as a friendly divorce? [NOTE TO TEACHER: The transparency on p. 405 may lend to the discussion.]

Discuss the following: Why is it difficult for persons who separate or divorce to achieve emotional separation? How does a person separate emotion from reality?

Work as a class to develop a code of behavior for ex-partners. Ask divorced parents to critique the guidelines and offer additional suggestions for positive interaction. What role does communication play?

Read articles or interview divorced parents to learn how they handle visitation of children. How much time do children spend with each parent? What problems does visitation cause for each parent? The children? How do parents handle their loneliness when the children are gone? How are visitation arrangements made? How can divorced parents cooperate to make decisions regarding their children? To maintain good relationships with their children?

Develop a visitation code covering do's and don'ts for visiting arrangements. How can the use of courtesy make awkward situations easier?

e. Relationships with former in-laws

Listen to a grandparent whose son or daughter is a divorced parent describe realtionships with the grandchildren. Write down the positive and negative points brought out by the grandparent. How often does the grandparent see the grandchildren? Do the children live with the person's son or daughter or with the other parent? How does the person feel about the new spouses, if any are involved? Does the person wish the situation were different?

Discuss the following questions: How can single-parent families benefit from interaction with their former in-laws? How can children benefit from continued relationships with grandparents and other family members? Can the in-laws help a single-parent family become adjusted to their new lifestyles?

COMPETENCY: *Ability to assess realistically patterns of dating, and the process of mate selection*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze dating relationships.

Analyze the process of mate selection.

Distinguish the types of love.

Determine the functions of engagement.

Analyze marriage laws and customs.

Outline adjustments necessitated by marriage.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Establishing a Basis for Marriage and Family A. Dating 1. Definition	Write down your definition of *dating*. Share your definition with classmates through discussion. Arrive at a class definition of *dating* based on the various definitions expressed. Compare the class definition with one given in reference materials or a dictionary.
	Divide into small groups. Brainstorm to identify reasons for dating. Appoint a recorder for each group to list the reasons identified. Discuss each reason mentioned. Share information with other groups.
	Write a description of the characteristics of a person you feel would make the perfect date. Compare your description with that of a classmate. Point out similarities and differences in the descriptions.
	Use your description to rate yourself and a person you are presently dating or would like to date. Identify the following: qualities the person possesses, qualities the person does not possess, and qualities the person may never possess. How does the person you are dating compare to your ideal description? What are your reasons for dating or wanting to date this person?
	View the transparency, "Reasons for Dating." (See p. 419.) How does dating prepare you for adult life? Marriage? Why should you date even if marriage is not in your immediate plans?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Types and purposes	Interview your parent(s) to arrive at a definition of each of the following types of dating: group, casual, double, pair, steady, and "promised." According to the parent(s), what is the purpose for each type? Were your definitions similar to those of your parents? Has dating terminology changed since your parents were teenagers? Share your findings with the class.
	View the transparency, "The Dating Route." (See p. 344.) Give examples of activities that might be typical at each stage of dating.
	Conduct a survey in your school to determine what type of dating students are involved in. Note the age and classification of each student, the type of dating, and how long the student has been dating. What are the current dating patterns in your school? What terms are used to describe each stage of dating? How do parents interpret these terms? Is there a relationship between age, classification, years of dating, and the type of dating? Explain.
	Discuss the differences between steady dating for convenience and steady dating as a type of informal engagement. List advantages and disadvantages of each.
	Debate the advantages and disadvantages of "going steady." Class members who are going steady should bring out both the advantages and disadvantages they have experienced.
	Express through discussion your reaction to the following statement: "Being promised is an important step toward marriage." Justify your feelings on the issue. Do you know of cases where "being promised" led to marriage? Does greater psychological involvement move a relationship closer to marriage? Does "being promised" mean greater psychological involvement?
	Interview some adults 30 or 40 years older than yourself. What types of dating did they do when younger? How did the dating they did as young persons differ from the dating you do? How is the dating similar?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Parental influence	View a film or filmstrip discussing the influence of parents on dating choices. Discuss advantages of parental approval of date choice. What are some of the reasons parents give for objecting to their teenager's choice of dates? How may teenagers react to parents' disapproval of their dates?
	Read a section of a book describing a dating situation that might have occurred when your parents were young. Compare the dating situation with a typical situation today. Weigh the positive and negative points of both dating situations. Which type seems to give the best preparation for marriage? How can understanding this situation aid you in understanding the views your parents express?
	Listen to a panel discussion on parent-child concerns during the dating years. [NOTE TO TEACHER: Include a male teenager, a female teenager, a mother, and a father on the panel.] Prepare questions prior to the panel discussion. Summarize by developing suggestions and ideas from both sides on improving relationships during dating years. How can misunderstandings of current dating patterns or terms cause problems between teenagers and their parents?
	Apply the suggestions for improving understanding between teens and their parents to your own dating situation. Report to the class any improvement that occurs.
4. Cultural influences	Discuss how your culture influences your dating. How do other adults and your peers influence your dating?
	Study references to learn about dating traditions and customs in various cultures. How is dating different in other cultures? Based on your readings, give examples of dating patterns in different cultures. Which patterns are prevalent in your culture and community?
	Listen as a resource person (foreign exchange student or person who has lived or traveled in another country) describes dating in another culture. How do these practices differ from your own?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Share your knowledge about dating customs in other countries. Compare the customs to American customs. What role does technology play in the dating customs in the United States? Has technology affected the customs of other countries? How are dating customs in other countries changing?
5. Dating etiquette	Read from recent etiquette books about the social rules that apply to dating. How have these rules changed? Discuss the rules as they apply to your own dating.
	Brainstorm to identify possible dating activities available in your community. Group according to free, relatively inexpensive, and expensive. How would etiquette vary for each type of dating activity?
	Role play dating situations to demonstrate proper and improper dating etiquette. Continue the role play situations by reversing the male and female roles. How does it feel to experience a different viewpoint?
	List some of the awkward dating situations you have faced. Discuss each situation and offer a variety of solutions.
	Discuss your views on the following question: Are traditional role expectations applicable to contemporary dating situations? Why or why not?
B. Preparing for mate selection 1. Influences on mate selection	Brainstorm to list as many characteristics of a desirable mate as possible. List these on the chalkboard. Classify each characteristic as being: necessary, important, or desirable.
	Select from the characteristics listed the ten most important factors you would consider when choosing a marriage partner. Give reasons for your priorities.
	View the transparency, "Factors in Mate Selection." (See p. 379.) What factors did you omit in your brainstorming?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List several factors, such as religion, society, and family, that have influenced your concept of a satisfactory mate. Explain why you listed each factor.
	Write a want ad for a prospective mate. Include the characteristics you desire in this prospective mate. Present your ad in class.
a. Race/nationality	Define *mixed marriage*. What types of marriages are referred to as "mixed?" [NOTE TO TEACHER: *Mixed marriage* may include any marriage in which the marriage partners are of a different nationality, race, or faith.] What problems may persons in "mixed marriages" encounter? Do these problems necessarily doom the marriage to failure? Why is communication before marriage about the differences important for a lasting relationship?
	Interview someone you know who is married to a person of a different race or nationality. How has the couple blended their different lifestyles, cultural backgrounds, and philosophies of life? Has the couple encountered disapproval of relatives, friends, or the community? Has the couple experienced any difficulty in finding a place to live where both feel comfortable? If the couple has children, have social conflicts increased since the children were born? To what does the couple attribute their marriage success?
b. Religion	Identify the religions represented in your community. What problems may be encountered when persons of different faiths marry? Is it possible to ignore the influence of religion in your life? Why or why not? Why is the question of raising children in a religious faith a problem in interfaith marriages? Why should holiday and festive customs, and views on birth control, abortion and divorce be discussed before marriage?
	Identify religious differences which may affect these interfaith marriages: (a) Catholic-Protestant, (b) Jewish-Gentile, (c) Theist-Atheist. Determine the difference between "nominal membership" and intense belief and participation.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify possible alternative solutions regarding participation in religious activities for persons in interfaith marriages. What are the advantages and disadvantages of each solution proposed? Which solution might pose problems when children are born? What effect might each solution have on each partner? Which solutions require more compromise by one partner?
	Interview persons you know who have interfaith marriages. Did the couple discuss and resolve potential problems before marriage? Did the solutions work? Has religion caused problems between the couple? Between the couple and their families? In raising children? Do both partners now participate in a religion? What recommendations does the couple have for young people considering an interfaith marriage?
c. Family background	Research some famous families in history (Rockefeller, Roosevelt, Vanderbilt). Discuss whether the families influenced mate selection of any of their family members. How?
	View or read the musical play, "Fiddler on the Roof" and discuss. How were marriages arranged? Who made the decision about future wives and husbands? How was this tradition changed in the course of the play? How does this apply to your family situation?
	Write a paper describing your ideal mate. Read the paper and underline those factors about your choice which you feel were influenced by members of your family. What adults in your family have influenced your decision? Have brothers or sisters had any influence?
d. Family	Discuss the merits of the line in the popular song, "I want a girl, just like the girl, that married dear old Dad." Listen as your teacher describes the parent-image theory of mate selection. Why might men look for wives similar to their mothers, and women for husbands similar to their fathers?

Write a paper describing your parent of the opposite sex. What characteristics does that parent have which you would like your mate to have?

Interview your family to determine the characteristics they would like to see in your mate. How similar or different are these from the characteristics you would like? Compare your findings with those of other class members. What accounts for the similarities or differences in the characteristics chosen?

Work in buzz groups to discuss the following: How does parental approval contribute to marital success? What problems may arise in a marriage entered without parental approval? Have a recorder summarize the points brought out by the group and share them orally with the other groups.

Make a class list of reasons for parental objections to a marriage. Decide which of the reasons are justified and which are not.

Write a paper on the topic, "But I'm marrying Anthony or Ann–not his/her family." Share your paper with the class.

Discuss the research finding that persons who have sisters or brothers have a better chance of being a good mate. Why might an only child have difficulty in adjusting to marriage? Why might persons whose siblings were of the same sex have difficulty in adjusting to marriage? How may daily living magnify the differences in male and female habits?

e. Education

Visit with someone you know who has a different educational level than you, such as a college professor, a doctor, a lawyer, a high school dropout. Talk with this person about a topic that is currently in the news. How does the person's view on the topic vary from yours? How does educational level affect your ability to communicate with this person? Share your experience in class.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Analyze case situations of couples such as the following to predict problems that may arise from a great difference in educational backgrounds. Situations: 1) Jane and Eddie had similar educational backgrounds when they married. Eddie has decided to go back to school while Jane works to pay his way. 2) Although Keith had no formal education after high school, he has a relatively successful business. Through a local college, Carol has completed a college degree. Carol now desires to attend a school in another town in order to obtain a higher degree. 3) Elizabeth and Charles have decided to start their own business. Elizabeth has agreed to take care of the books because she has a degree in accounting. Charles is concerned about the books but since he has only a high school diploma, he has agreed to concern himself with the stock.

Discuss ways that couples with different educational backgrounds can avoid or solve problems that may result from differences in educational background. Should marriage partners be expected to stay at the same educational level?

f. Heredity

Bring a picture from home of yourself as a child. With a classmate's help, list all the inherited characteristics visible in the picture. As a class, compile a list of all the characteristics mentioned. What are some inherited traits that can affect mental or physical health? How can your life span be affected by inherited traits?

Discuss the following situation: Sylvia and Juan are engaged to be married. Juan has known for several years that he has the possibility of passing on a genetic defect. He has not told Sylvia about this. Should Juan tell Sylvia about this before their marriage? Should Sylvia have been told before their engagement?

Listen as a genetic counselor or a physician describes the importance of genetic counseling. How can counseling aid couples planning to marry? What are the main purposes of genetic counseling? What effect might the realization of possible genetic defects have on a couple planning to marry?

g. Health

Identify health problems which should be discussed before marriage. Examples: history of heart disease, venereal disease.

Give examples of health factors that might influence your choice of a mate. Share with the class your feelings about being around people who are frequently sick or require special help.

Think back to your own family experience. Identify patterns of good and poor mental or physical health in your family's background. How might these health patterns affect your life? How do these influence your attitude about dealing with people in poor health? What is the effect of health on a marriage relationship? Discuss with classmates your feelings on the effects of health in marriage.

Role play situations involving a couple where one dating partner is always complaining about being sick and the other partner is unsympathetic. Change the roles played. What were your feelings as the complainer? As the one listening to complaints? Repeat the experience with a complainer and a sympathizer. What changes occur? Is the situation changed? Are any problems resolved?

Interview a couple who married despite a serious health problem affecting one or both, or a couple in which one or both partners acquired a serious health problem after marriage. What challenges did the couple face? How has the couple handled the challenges posed by the health problem? What effect has the health problem had on the family's lifestyle? On its children? What advice would the couple give to young couples facing serious health problems before marriage? After marriage?

Read a book or article about a couple that coped successfully with a serious health problem. What problems did the couple encounter? How were the problems resolved? Draw conclusions regarding health as a factor in mate selection.

h. Personal characteristics

List personality traits you would value in a mate. List personality traits you would find undesirable in a mate. Do you think it is possible to find a person with all of the desirable traits you desire in a mate and none of the undesirable ones? How can you avoid "idealizing" your mate choice?

Discuss the saying, "Love is blind." How may this statement help explain why people fail to notice undesirable traits in their partner before marriage? Is it possible to see a trait as desirable before marriage and undesirable after marriage? Explain.

Participate in a "popcorn" session to identify habits that people have. List the habits on the chalkboard. Individually, list those habits that you feel would influence your choice of a mate. How do undesirable habits affect your choice of a mate?

Debate the statement: "I'll change her/him after we marry."

i. Interests

Make a list of leisure time activities your parents or other adult couples share and those they enjoy separately. Did the couple discuss their social and recreational interests before marriage? Why is it important to know each other's expectations before marriage? Have their leisure time activities changed since their marriage? How have they balanced their activities, available time, and financial resources?

Write a case study of a married couple with different interests. Examples: two people have contrasting views related to recreation; one person is a spendthrift, the other a penny pincher; one is an early riser, the other a nighttime person; one is interested in outdoor activities, the other likes indoor activities. Exchange case studies with a classmate. How would you handle each situation if you were one of these marriage partners? How might these situations be viewed differently before and after marriage?

Make a list of leisure time activities you enjoy. Ask a person of the opposite sex to make a list of his or her leisure time activities. [NOTE TO TEACHER: Students could choose an acquaintance, date, steady, or their spouse.] Compare the lists. What interests do you share? Do you both enjoy some similar indoor and some outdoor activities? Does the other person enjoy some leisure time activities you would like to learn? Does the other person enjoy some activities you dislike? How can you reconcile differences?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
j. Age/maturity	Talk with an adult a few years older than you about marriage or dating. Jot down things they said that would give you an idea of their values in relation to marriage. How similar or different are the person's views from your own? How do age and maturity affect mate selection? Summarize your own views in a paragraph.
	React as a class to the following questions: How close should husband and wife be in age? How old should you be when you marry? Do age differences have the same significance for a couple aged 15 and 20 as for a couple aged 20 and 25? What problems do you envision for a couple with extreme age differences?
2. Acceptance of increased responsibilities	View television shows depicting married couples of various ages. Outline on paper and make a chart to illustrate the responsibilities of each partner. Do you feel that the responsibilities are portrayed realistically?
	Interview a newlywed or someone who has been married for only a few years. Find out what responsibilities in their life either changed or increased as a result of marriage. Drawing from the interviews, discuss the following: How do responsibilities increase with marriage? How do responsibilities differ for a married person?
	Identify responsibilities that are likely to change as a result of mate selection or marriage. Why do these changes occur? How could pregnancy add further to these responsibilities?
	View a film or filmstrip on teenage marriages. Review and discuss typical financial responsibilities of couples as depicted in the film or filmstrip.
	Plan an estimated budget for newlyweds on the chalkboard. Include the following factors: take-home pay for a high school graduate, realistic expenditures, and problems in balancing the budget.
3. Types of love a. Love vs. infatuation	Write down your definition of *love*. Compare your definition with those of your classmates. How do various authors define love? How is love defined on the transparency? (See p. 420.)
	Study references that distinguish between love and infatuation. Examine your own definition of love. Does it more closely meet the definition of love or infatuation as presented in the reference?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a transparency distinguishing between love, infatuation, and physical attraction. (See p. 349.) What are the differences?
	Read quotations about love from books and determine whether love or infatuation is being described, based on the definitions studied. Use a quote that you feel describes love, and find a picture to illustrate the quotation. Share with the class.
	Listen to a recording of "Do You Love Me?" from *Fiddler on the Roof*. What is the song saying about love? Answer the following questions: Does love deteriorate with marriage? Do the hard knocks of life destroy love? Does love continue and grow despite the difficulties in life? Is the song a realistic appraisal of married love? How realistic are songs in their portrayal of love?
	Develop a set of guidelines that you would give to someone who is in love or infatuated with someone. These guidelines should help the person evaluate the relationship. Include guidelines concerning attraction, interests, and physical or emotional characteristics.
	Use the set of guidelines developed in class or those developed by someone else to evaluate a relationship you are having or have had with a member of the opposite sex. Based on the evaluation, decide if the relationship is based on love or infatuation. Justify your conclusion with evidence from your relationship.
b. Love vs. physical attraction	Observe classmates at school or couples on TV. Watch for evidence of their concern about the opinions of the opposite sex or their clothes or appearance. What role does physical attraction play in love? Discuss with classmates.
	Find an advertisement in a magazine that pictures a couple. Do you feel that the advertisement encourages love or infatuation? How effective is advertising in using these types of pictures? How do these products influence our definitions of love? How can advertisements contribute to a false impression of mature love?
	Work in three groups to react to one of the following statements: "Clothes make the person." "Beauty is only skin deep." "You can't judge a book by its cover." Come to a general conclusion about the truth in each statement. Discuss the statement and how realistic it is. Share your thoughts with the entire class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Stages of love	Study references or view a transparency to identify the stages of love. (See p. 380.) In what stages do the characteristics of infatution and mature love occur? Discuss the following questions to outline the implications of each stage of love: Is it possible to skip a stage and still reach mature love? What may cause a harmful relationship to proceed through all stages of love? Under what circumstances may a person repeat some of the stages of love? For example: divorce, death of mate. Why is it important to proceed through several stages of infatuation? What may happen if a person married during the stage of infatuation? What are some factors, such as jealousy, focusing on physical attraction only, or failure to face reality, which may cause a person to progress only to infatuation? What are the characteristics of mature love? Evaluate a love relationship you have had (or are having). At what stage of love are you? Are there signs that the relationship is moving up the scale?
C. Becoming engaged 1. Reasons people marry	Divide into small groups to list reasons people marry. Have one student serve as a group reporter. On a chart make two columns, labeling one positive and the other negative. Analyze the reasons given and chart them as being positive or negative. Summarize by comparing the charts made by each group. Write a paragraph that would describe all the reasons for marrying that you would consider before proposing or accepting a proposal for marriage. Justify orally in class why you would consider these reasons to be important.
2. Values of courtship	Listen as a guest speaker or speakers (lawyer, parent, marriage counselor, clergy) describe the value of courtship in preparing for engagement and marriage. From the presentation, identify what seems to be the "ideal" length of courtship for a happy marriage. What is the "ideal" length most often mentioned? What relationship does length of courtship have on probability of success in marriage?

Study books or articles that describe courtship and marriage. From your reading, identify the relationship of courtship and marriage. Make a poster or chart to share any statistics cited in the readings with the class.

Ask several married couples about their courtship. How long was the courtship? What do the couples see as advantages or disadvantages of their courtship period? Was the period of courtship a good preparation for marriage?

Discuss the percentage of engagements that materialize in marriage. Are engagements among teenagers less apt to materialize in marriage than engagements among college youth? Why?

Express your own views on courtship by completing the statement: "I value courtship in preparing for engagement because..."

3. Readiness for marriage

Listen to a premarital counselor discuss techniques to help couples determine whether they are ready for marriage. Discuss ways teenagers can use these techniques to evaluate themselves and their readiness for marriage.

Work with a partner to practice using the techniques described by the speaker in a pretend situation. What did you learn about yourself and your readiness for marriage?

Brainstorm to list the possible decisions a couple must make before they decide they are ready to marry. Determine which of these are conscious decisions and which are subconscious. Compare your opinions and identify ways more of these decisions can be made on a conscious level.

Examine your own readiness for marriage using a developed rating or evaluation scale. Where are you on the readiness scale? What further decisions will you have to make before reaching the top of the scale?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Functions of engagement	Work in two groups. One group should list ways that engagement serves as a "testing period" for marriage. The other group should list ways that engagement serves as a "transition period" for marriage. Each group should list these on a chart titled either "Transition" or "Testing." Compare and discuss the two charts. View a film or filmstrip illustrating the adult responsibilities that an engaged partner has. Identify and make note of these responsibilities for discussion. Make a list of topics you feel engaged couples should communicate about in an effort to compare their values, attitudes, and expectations about their future life together. Examples: personality traits, career goals, children, future in-laws, money management, living arrangements, friendships, the past. Identify information about your past which should be revealed before or during the engagement period. Examples: previous marriage and its obligations, problems, health problems, police record, debts. Discuss the importance of answering the following questions before the engagement period: Do we really love each other? How can we get to know each other better? What is involved in moving from single to married status? In accepting responsibilities? In planning for the future? In public announcement? In adjusting to each other's families? In planning the wedding? What do these questions reveal about the functions of the engagement period? Work in buzz groups to define *compatibility*. Compare your group's definition with those of other groups. Refer to the predictive factors of mate selection discussed earlier. Associate these factors with compatibility during engagement. How important is compatibility in engagement as a predictor of successful marriage? Read magazine articles or stories that describe the engagement period. Identify any immature actions by one of the partners. Suggest ways that the couple could change any immature actions so that adult responsibilities are accepted and practiced.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a paragraph expressing personal views on the meaning of engagement to couples, relatives, neighbors, siblings, peers, friends, community, etc. Share paragraphs with classmates. Keep papers for future reference. Is there such a thing as a formal or informal engagement? How would views on this vary from individual to individual?
5. Customs of engagement	Use wedding etiquette books or general etiquette books to identify the rules of etiquette commonly associated with the engagement period. Read engagement announcements in the newspaper. Determine what rules of etiquette were followed by the couple. Does following all the rules of etiquette mean success in marriage?
	Discuss engagement etiquette, such as when and how to purchase rings, how to announce the engagement, appropriate behavior for engaged couples, etc.
	Listen to a resource speaker from a foreign country or an exchange student share engagement customs in her or his homeland. How do these differ from those you're familiar with?
	Interview various ethnic groups in your community to discover customs and etiquette related to courtship and marriage. Write the various customs and etiquette discovered on slips of paper. Code the slips of paper so that you will know what ethnic group observes the custom. Put all the slips in a box and mix them up. Each student will draw a slip, read it, and associate it with the appropriate ethnic group.
6. Sources of advice	Use telephone directories or business guides to locate sources of premarital counseling services. How would a couple locate these services? How much do these services cost? What is the purpose of premarital counseling?
	Interview a premarital counselor in your community to obtain information on premarital counseling. Discuss considerations that the couple should make before marriage. What suggestions does the counselor offer for mate selection? For the engagement period? Share your findings with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study resources to find information on evaluating marriage counseling services. How can you evaluate the quality of such services? What questions should you ask before you engage the services of a marriage counselor? If you question the quality or techniques of a marriage counselor, what should you do?
7. Breaking an engagement	Explore resources to determine danger signals in the engagement period. Give examples of danger signs. What action may be appropriate for each danger signal? Develop a bulletin board using road signs to depict danger signals that a couple should be aware of during engagement. Why is communication extremely important during engagement?
	Role play situations to illustrate the danger signs during engagement. How could the danger be removed? How could compatability be achieved? What marriage problems may occur if a couple ignores danger signs during the engagement period?
	Study references on handling conflict and problem solving. How are defense mechanisms used during the engagement period? How do constructive and destructive quarreling work in handling conflicts?
	Examine case studies that exemplify conflict in the engagement period. How could the conflicts be resolved in a positive manner? Is breaking the engagement sometimes the best solution to a conflict situation?
	Express your views on breaking engagements by debating the statement: Broken engagements are better than broken marriages.
	Write case studies depicting situations of broken engagements. Present the problem causing the engagement breakup and exchange papers among class members. Write possible solutions to the problems. What are the consequences of breaking an engagement? What are some of the psychological and emotional problems connected with broken engagements?
	List pressures a couple may feel after a broken engagement. What effect does a broken engagement have on the couple, parents, peers, etc.? How can following the rules of etiquette for breaking an engagement help to alleviate these pressures?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Planning a wedding 1. Marriage laws and customs	Listen as the current state laws governing marriage are presented. [NOTE TO TEACHER: A justice of the peace or members of the clergy could be used.] Summarize your state's marriage laws in a paper. What mental and physical qualifications must be met by a couple in your state in order to marry? What types of relationships are prohibited? How may a marriage license be obtained? Who is authorized to perform marriage ceremonies? Is a woman required by law to change her name? If a woman chooses to retain her maiden name or the couple decides to join their last names with a hyphen, what procedures should be followed? What is an annulment? For what reasons may an annulment be granted in your state?
	Study references to identify the legal requirements for marriage. What are the specific requirements in your state regarding the following? Age with and without parental consent, blood test, license, residence, blood ties, ceremony, and common-law marriage. Report your findings to class.
	Identify the major functions of the wedding ceremony. Do all legal wedding ceremonies fulfill these functions? [NOTE TO TEACHER: The major functions of the wedding ceremony are signifying the start of the couple's new life together, announcing the marriage to the public, and satisfying the legal requirements of the state.] Use a dictionary to define *monogamy*, *bigamy*, *polygamy*, and *polyandry*. Using classroom and library resources, find examples of countries that practice these forms of marriage.
	Listen to a resource person in the community who has traveled through many countries speak on marriage customs in other countries. From the information presented by the speaker, identify the various forms of marriage practiced using the definitions of monogamy, polygamy, and polyandry.
	Work in small groups to identify past and present customs associated with marriage in the United States, such as the throwing of rice, the exchanging of rings, the wearing of white by the bride, breaking of glass. How did these customs originate? Why are marriage customs important? Based on the findings of each group, compile a class list of marriage customs.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to identify reasons some couples choose to elope. What are advantages and disadvantages of eloping?
2. Commitments made in marriage vows	Listen as a justice of the peace and a member of the clergy reads the marriage vows used in a wedding ceremony. Outline the commitments described in the vows and write them down for discussion. How do the marriage vows vary in different religions? Share your knowledge of the various ceremonies with which you are familiar.
	Read examples of wedding vows written by marriage partners. How do these vows differ from those traditionally used? What changes in our society account for the increase in individually prepared vows?
	Discuss your views on the following questions related to commitments made in marriage: How relevant are the vows for today's youth? Why is it essential to understand fully the commitments made in the vows?
	Examine your thoughts concerning marriage and the commitments you are willing to make or expect from a partner. Outline these on paper. Do the marriage vows include all these commitments?
	Work in small groups to develop and organize commitments that you feel should be added to the marriage vows. Share these with the other groups through discussion. Justify your additions to the vows.
3. Types of wedding ceremonies	Describe to the class weddings that you have observed. Was the ceremony traditional or contemporary? Was the wedding formal or informal? Was the ceremony civil or religious? Where was the wedding held? What wedding customs were observed? Were any of these customs ethnic?
	Listen to resource persons from other countries or students of different nationalities speak on the wedding ceremonies in their countries. Summarize in a paragraph each ceremony described. How are wedding customs in other countries similar to our own? How are they different? Describe specific features of wedding customs in other countries. Where are weddings held? What colors and garments are worn? How long does the wedding ceremony last? What activities precede and follow the ceremony?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Construct a bulletin board using pictures that depict wedding ceremonies in various cultures. Discuss each picture. What is the apparent role of the family and the church in these customs?
	Clip a wedding description from your local paper. Read the description to the class and describe the ceremony. Was the ceremony traditional or contemporary? What customs were observed? Was the service religious or civil? What activities preceded and followed the ceremony? Is this ceremony typical in your community?
	Listen to a panel consisting of persons who perform wedding ceremonies in your community discuss and answer questions about the differences in wedding ceremonies. [NOTE TO TEACHER: Choose both religious and civil representatives appropriate to your community.]
	Listen to a resource person explain legal and/or traditional reasons for common-law marriage. What are the advantages and disadvantages of such a marriage? Summarize current laws relating to common-law marriage.
	Associate a description of a wedding with the apparent values, goals, and standards of the couple getting married and/or their families. How are your values, goals, and standards shaping your feelings about the wedding you would like to have?
	Discuss considerations the bride and groom must make in wedding plans if one or both have been married before. How might children of previous marriages be included? Should the ages of the couple influence wedding plans? What considerations are there if some of the parents involved have been divorced? Remarried?
4. Wedding budget	Work in groups to develop a calendar that could be used in preparing for a wedding. Include all the necessary details. [NOTE TO TEACHER: Assign groups different types of weddings.]
	Take a field trip to a bridal shop, or ask a wedding consultant to speak on the cost of weddings. Make notes of the price range of various items for class discussion.
	Listen to a recently married young couple talk about preparing for a wedding, things to avoid, and items that need to be included. How does the couple feel now about their wedding ceremony? Was it worth the effort required? Would the couple prefer to have had a different type wedding?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in groups to make a budget for a wedding based on actual costs in your community. Obtain price information from local sources, such as churches, formal wear shops, bridal shops, florists, bakeries, photographers, reception facilities. [NOTE TO TEACHER: Assign each group an amount of money with which to plan a wedding. Assign a different amount of money and type of ceremony to each group according to the customs in your community.]
	Compare the costs of purchasing ready-wear wedding apparel with rental, custom-made, and made-at-home clothes. What resources are available in your community for each type? What are the advantages and disadvantages of each source? What problems can be encountered when using each source?
	Debate the following statement: The cost of a wedding does not determine the success of a marriage.
5. Role of honeymoon	Study references to find how the idea for a honeymoon originated. How would you define the term? What are the purposes of a honeymoon? Share your answers with the class. Discuss.
	Survey married teachers in your school to discover types of places people go on their honeymoons. Did everyone you surveyed take a honeymoon?
	Ask your parents or other adults where they went on their honeymoon, why they picked that particular place, and how much they spent. Share the information with the class and discuss. What variations do you notice? Do people today still go the same places for honeymoons?
	Write a paper describing your perception of an ideal honeymoon. Discuss statements and establish guidelines or criteria for a successful honeymoon, such as privacy, budget, length of time, and advanced planning needed.
	Analyze concepts of honeymoons depicted in current publications against the facts you have learned about the honeymoon. What are realistic expectations for a honeymoon? Is it always possible to have the honeymoon of your dreams? What problems might overspending for a honeymoon cause later?

CONCEPTS	**LEARNING AND EVALUATION EXPERIENCES**
	In small groups make a budget for a honeymoon. [NOTE TO TEACHER: Set a limit on how much each group can spend. Give each group a different amount of money to work with to make the experience realistic in terms of your community.]
E. Marriage/beginning stage 1. Variations of beginning family	List variations in beginning families. Examples: couple only, couple and children, first marriage, remarriage of widowed or divorced persons. Discuss similarities and differences in the various types of beginning families and their situations.
2. Characteristics of beginning families	Interview a person in the beginning stage of the family life cycle. What family-related tasks did the person do today? What family-related tasks were done by someone else? Discuss ways those tasks are different from the tasks you have in your present family. Are the tasks performed by males and females the same or different? Who spends the most time on family-related tasks? Is this division of tasks changing?
	View a transparency of the beginning family. (See p. 368.) What characteristics can you list?
	Brainstorm to identify responsibilities persons assume when they enter the beginning family stage. How do responsibilities for personal care change? What responsibilities does the beginning family assume for food, clothing, housing and furnishings, and health care? What moral issues, social concerns, and conflicts may the beginning family encounter? How do relationships change? What new roles are assumed? How does time change? What new responsibilities do young adults have for handling resources? How can persons from different families find a way to divide tasks satisfactorily? What responsibilities do young adults have for family planning? How can young people achieve independence from their parents? How can young adults find satisfying roles in the community?
	Interview an engaged couple. Find out what plans and decisions they are making for managing their lives together. How will the couple provide for their financial needs? How will they divide the care of their physical needs?
	Interview older brothers or sisters or other relatives who are newly married to gain a better understanding of the decisions that need to be made in the beginning family stages. How do decisions made early in the life cycle affect later decisions?

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Work in small groups to summarize the tasks, responsibilities, and decisions that are common in the beginning family. Listen to one member from each group explain the group's list.

3. Adjustments, problems, and rewards of the beginning family

React to the statement: The ideal marriage has no need for adjustments.

Identify adjustments which are common to all newlyweds, including: economics, in-laws, physical compatibility, social and recreational activities, religion, training and discipline of children, and trifles which become tremendous.

Listen to a marriage counselor discuss common problems of the newly-married. Identify the problems discussed and list them on paper.

Write a paragraph describing your concept of a successful marriage. Share your views in class. What percentage of marriages do you feel are successful by your standards?

Brainstorm to identify characteristics of a successful marriage. Compile a class list of the ten most important characteristics of a successful marriage.

Establish criteria for measuring marital success. The criteria might include permanence of the marriage, happiness of the husband and wife, satisfaction with the marriage, sexual adjustment, marital adjustment, integration of the couple, consensus, and companionship. Determine how each criterion plays a role in a successful marriage.

Read your description of marital success again. What are your personal standards for success in marriage? What underlying factors have influenced your standards? How important is it for both members of a couple to have similar standards? What effect might different standards have on relationships?

Ask newlyweds to list the rewards of being married. Bring your list to class for discussion.

Use the list of rewards given by newlyweds and compile a list of the ten most common rewards mentioned. List on the chalkboard.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Discuss your views on the question, "How do you get to know yourself better while getting to know someone else?"

Participate in a circular response to the following open-ended statements: One thing my future mate and I must agree on is. . . A personal habit I could not tolerate in a future mate is. . . The conflict I would find hardest to resolve in a future marriage would be. . .

Give examples of couples you know who have adjusted successfully to marriage. How does the couple appear to resolve problems?

Role play a domestic scene in the early months of a marriage in which both husband and wife are trying to get each other to make certain adjustments. Examples: where to go for the holidays, what to do with an income tax refund, where to go to church, standards of housekeeping, division of tasks. Show how these problems could be solved using the problem-solving approach successfully.

Define the following terms as they apply to making marital adjustments: *compromise, accommodation, concession, martydrom, hostility*. View the transparency on p. 421. What characteristics would distinguish each? What are the advantages and disadvantages of each?

View a daytime or weeknight series on TV to identify problems which lead to an unsuccessful marriage. Note the problems and the reactions of the couples. Share your observation with the class. Discuss as a class changes that could be made in each situation to ensure greater chance of marital success.

Collect and analyze pictures or cartoons that illustrate conflicts in marriage. How does marital success relate to fulfillment of personal needs? How many of these represent "tremendous trifles"? Suggest ways that these conflicts could be resolved.

Work in groups to write a case study depicting a problem that a beginning family may have, such as in-laws, jealousies, or financial difficulties. Exchange case studies with another group. Suggest a solution to the problem described. Share your case study and solution with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel discussion of the pros and cons of early marriage. Based on the panel discussion, write a paper on your personal views on early marriage. [NOTE TO TEACHER: The panel might include a marriage counselor and married persons who married at different ages.]
	Discuss your thoughts and feelings on teenage marriages. Why do you feel the way you do about teenage marriages?
	Work in two groups to list advantages and disadvantages of teenage marriages. List on butcher paper. One group identifies advantages; the other, disadvantages. Listen to recorders from each group report the group's findings to the class.
	Work in small groups to write skits dealing with problems that can occur in teenage marriages. Either read or act out the skit for the class. Discuss.
	Review the management process transparency. (See p. 416.) Apply these processes to one problem married teenagers may experience.
4. Support systems and services for beginning families	Interview a marriage counselor or other resource person to identify various types of support systems and/or services available to beginning families. Describe ways a beginning family could use support systems and services to meet its needs.
	Use a local telephone directory to identify services which might be needed by beginning families in your community. Examples: Planned Parenthood, Family Services, Department of Human Resources, counselors, ministers.

COMPETENCY: *Ability to assess the components of responsible parenthood*

TERMINAL PERFORMANCE OBJECTIVES:

Define the term family.

Examine factors in preparation for parenthood.

Determine financial considerations related to children.

Outline potential emotional effects of parenthood.

Examine alternatives to natural parenting.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Parenting A. Definition of family	Write your definition of the word *family*. Compare your definition with a classmate's. Compare your definition with those given in a textbook. How are they similar? Different?
	Discuss the two characteristics which many families have in common: (1) They are bound together by ties of blood, adoption, or kinship. (2) They have a common residence. Do both of these *always* hold true? Explain how a family might vary from these.
	Read the definitions of *extended* and *nuclear families* written on the board. List characteristics common to each family structure.
	Analyze your own family to determine who belongs to your nuclear and extended family. Identify the characteristics on which you based your conclusions.
	Give examples of television programs that identify different family compositions. Relate family composition to family characteristics. Draw conclusions. Why has the family unit endured in every society?
B. Family planning 1. Pros and cons of having children	Complete one of the following statements: "I want children because ___________." "I do not want children because ___________." Divide into two groups based on which statement you completed. Discuss reasons for and against having children. Choose group members to participate in a debate on the pros and cons of having children.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Interview parents or guardians about their concepts of parenthood. What do parents see as the advantages and disadvantages of having children?

Listen to a panel of parents as they describe their roles. What does it mean to be a parent? What qualities and characteristics do parents need? Is parenthood what each person expected it to be? How is it similar? Different from expectations? [NOTE TO TEACHER: Include on the panel parents of different ages, incomes, and educational background. Also include a childless couple, expectant parents, single parents, and grandparents.] Summarize the panel's presentation of what parenthood is like.

Describe in a paragraph what you think it would feel like and mean to you to be a parent. Share your thoughts with the class.

Survey and list local educational programs which may aid in preparation for parenthood. Outline the service or preparation offered by each source.

Discuss the role of planned parenthood. Consider emotional, physical, and religious implications involved in this family decision. Consider family size in relation to financial, emotional, and ecological costs.

Make a list of factors to consider when planning a family. Examples: age, income, health. How might each factor affect your decision to have children, when to have children, and how many children to have? Give examples of positive and negative attitudes that prospective parents may have concerning their changing roles, such as resentment of nighttime feedings, anticipation of new experiences, or sensation of loss of personal freedom.

Examine your own feelings about having children. On what do you base your feelings about having children? What pleasant experiences have you had with children in the past? What unpleasant experiences have you had?

2. Reasons people have children

Survey adults in your community to gain a better understanding of why people have children. Discuss findings with the class. List on the board reasons people have children.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Identify reasons people might have for wanting a child. For each reason, list possible positive and negative outcomes. Which do you feel are the best reasons for having children? Why?

Divide into groups to compare male and female views on reasons for having children. Brainstorm and list on butcher paper reasons people have children. Review the lists; compare your group's answers with the other group's and discuss. Do the reasons men want children differ from the reasons women want children? Do the differences in reasons, if any, reflect differences in the ways each relates to children?

Use library references to analyze the beliefs persons of a different religion and culture have about children. Point out to the class the role children play in the culture or religion you analyzed. Compare various religious and cultural beliefs concerning children. Compare the beliefs of various cultures and religions with the beliefs of the persons you surveyed.

Prepare a list of statements parents make concerning children, such as (a) I always wanted a boy. (b) I always wanted a girl. (c) I wish I had waited longer to have a child. (d) If I could do it over, I would have my children at an earlier age. (e) If I had it to do over, I would not have children. Discuss.

3. Qualities needed by parents
   a. Physical health
   b. Emotional stability
   c. Mental health
   d. Financial stability

Read books on parenting to identify the qualities needed by parents. Why are each of the following qualities necessary: physical health, mental health, emotional stability, financial stability? Identify three qualities that your parents have that you most want to have as a parent.

Work in four groups to research the importance of the following qualities in preparing for parenthood: physical health, mental health, emotional stability, and financial stability. Present a summary of your findings orally in class.

Express your views on the qualities needed by parents through discussion of the following questions: Are some qualities for being a parent more important than others? What emotional adjustments have to be made after the birth of a baby that differ from those made before? How can parents compensate for qualities that they may lack?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Survey and list local educational programs which may aid in preparation for parenthood. Outline the service or preparation offered by each source.
4. Readiness for parenthood	Work in buzz groups to discuss the major factors to consider when preparing for parenthood. How do you know when you are ready for parenthood? Recall experiences you have had with younger children which have helped to prepare you for parenthood. Discuss the value of such experiences as preparation for parenthood. Examine each of the following activities: babysitting, leading youth groups, aiding children in learning, and playing with young children. How does each activity help prepare you for parenthood? What are some things you learn about children as a result of these experiences? Develop a check list to determine readiness for parenthood. Include on the list such things as: physical and mental health of parents, emotional maturity of parents, basic values and attitudes toward children, housing, family income, relationships of family members, etc. Assess your own readiness for parenthood using the check list developed in class. What qualities do you have that show you are ready? What qualities do you need to develop?
5. Characteristics of families with small children	Discuss the implications of adding a child to the family. Identify the new infant's needs which may necessitate adjustments in family routines. Give examples of changes which may occur in roles and schedules of family members with the addition of a child. Work in small groups to list the responsibilities of the parents when there are small children in the family. Share your list with the class. Survey other students to discover what other teens believe are the responsibilities of families with small children. Compare their answers with the list of responsibilities.

Analyze the following situations to determine tasks and responsibilities characteristic of parents with small children. (1) John and Maria have been invited to eat dinner with another couple. John and Maria have a small child who is sick. The child is used to a teenage girl who often babysits. Should they go? (2) Liz and Lamont both worked before their baby, Chris, was born. Liz quit work when Chris was born. On their present income, a babysitter is out of the question. How can Liz and Lamont take care of their child care responsibilities and meet their own needs as well? (3) Jennifer and Mark have a young child, Cindy, who is very energetic and likes to play outside. During the day, Jennifer and Mark both work while Cindy stays with her grandmother, who won't let her outside. Jennifer and Mark are both tired after work but Cindy wants to go out and play. How can Jennifer and Mark meet Cindy's needs?

List the daily tasks and responsibilities you now have. Compare these to those of a parent with a small child. What changes in your present lifestyle would you have to make to accept the responsibilities of being a parent?

6. **Adjustments, problems, and rewards for parents of young children**

Based on class discussion, make a chart or poster listing the rewards for parents of young children.

Listen to a panel of adults with young children discuss the rewards of being a parent.

Interview adults with small children to discover their thoughts and feelings on the rewards of parenthood. Share your findings in class. Do the rewards of parenthood outweigh the costs?

Draw a picture to illustrate one of the rewards of having young children. Share your illustration and describe it to the class.

Analyze an experience you have had with a child. What rewards did you gain from the experience? Summarize your experiences in a paragraph.

Ask adults to complete the following open-ended sentences: "Financially, having young children requires..." "Problems I have had since having children include..." "As a married couple, we have (more) (fewer) problems since we have young children because..." Summarize common problems of families with small children on large sheets of butcher paper.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a person employed by the Department of Human Resources speak on child abuse. Discuss the causes of child abuse, ways to help the child and the parent, and the citizen's responsibility to report child abuse.
	Consult a child care center director to determine some of the major problems he or she has observed in families with young children. Share your findings with classmates.
7. Support systems and services for families with small children	Use a phone book or service directory to make a list of the support systems and services available in your community to families with small children. Collect newspaper ads depicting the services available for families with young children.
	Work in several committees to obtain information about one specific support system in your community. Report to the class on your committee's findings.
	Interview grandparents to determine what support they provide for their adult children who are parents. How could grandchildren, adult children, and grandparents benefit from the kinds of support identified?
C. Financial considerations 1. Family child care expenses	Compile a list of financial decisions and plans which expectant parent(s) must make. Include items such as the following: layette, space, household help, maternity items, child care equipment, employment of the mother or father. List these on the board.
	Work in groups to make a one-year spending plan for a young couple expecting their first child in eight months. Base it on salary for jobs the young couple might actually have. [NOTE TO TEACHER: Assign each group a different salary level or job.] Include such expenses as furniture, food, supplies, clothing, and medical expenses. Analyze the spending plan to determine the following: What effect does a family's values, goals, and standards have upon their financial planning?
	Find information to report to the class on the cost of child care. Costs might include: maternity leave, paternity leave, cost of diaper service vs. disposable or cloth diapers, cost of purchased baby food vs. homemade, homemade infant wear vs. purchased items, formula feeding vs. breast feeding, etc.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Develop a class list of ways parents can save on the cost of child care based on the class reports. Are each of the savings practical? Give examples to support your answer.
2. Child care costs	Listen to a panel of adults describe times they have needed child care services, the alternatives they considered, their choices, the reasons for their choices, and the cost of child care. [NOTE TO TEACHER: Include adults who use only an occupational babysitter, who use relatives, who trade child care with friends, who use a family day home or group day home, who use a day care facility, or who pay someone for child care in the family's own home.] How do the costs of child care vary? What are some advantages and disadvantages of each type of care?
	Use a local telephone book and classified newspaper ads to make a list of child care facilities available in the area. Add to this list any facilities you know not already mentioned. What types of care are available? Are all of the facilities licensed? What licensing requirements must be met by each type?
	Contact organizations and individuals in your community who offer child care services. Find out prices and services offered. Visit child care centers in your community. Obtain a price list and description of services for each center. [NOTE TO TEACHER: Students might visit a community day care, a proprietary day care, a family day home, and a family group home.] Estimate the cost of using a child care service in your community for one year. Estimate the cost of individual child care in the child's own home. What type of child care is most expensive? Least expensive? What are the advantages and disadvantages of each type of child care?
	Discuss the statement: Quality child care is expensive.
	Analyze the child care services offered in your community. Which type seems to offer the best services and facilities? Why? Weigh the costs of various child care facilities with the services offered. With which child care service can parents get the most for their money?
	Develop a check list for evaluating a child care facility. Study references, recent articles, and information from the Department of Human Resources to obtain information for developing the check list. Ask adults to read the check list and tell how important each item is in their opinion.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Expenses to expect at different ages	Listen to a panel representing each stage of the life cycle (parents, grandparents, people of various ages) speak to the class concerning the child care expenses at different ages. What expenses are greatest at different ages?
	Read recent articles estimating the cost of raising a child. What expenses were included in estimating the cost of childrearing? Does the cost of raising a child vary according to the income of the parent?
	Research material in the library to develop a better understanding of the child care expenses to expect at different ages. Report orally to the class and discuss. How similar are your findings to the expenses mentioned by the panel? What new expenses were added at each age? What expenses increase with age? What expenses decrease with age? What one-time expenses were included? Could some expenses be expected to vary with age? What alternatives might enable the family to reduce the cost of raising a child?
	Recall experiences in your life or in the lives of families with young children where unexpected expenses came up. How were the unexpected expenses managed? What role might insurance play in unexpected medical expenses?
4. Medical expenses a. Pregnancy and delivery	Interview parent(s) to learn how much it costs to have a child. How much did the parent(s) spend on medical expenses? How much was paid to the physician or clinic? How much to the hospital? What services were provided by each? What additional medical expenses were incurred, such as lab work, or prescriptions? Were part or all of these expenses covered by insurance? How was spending adjusted to meet the costs of having a child? Share the findings of your interview with the class. Can you think of other ways persons can meet the costs of having a child? How did costs vary among different physicians, clinics, and hospitals?
	Read a current article on the cost of having a child. What unexpected expenses may occur? Share your findings with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in small groups to contact different hospitals and physicians about the expenses involved in pregnancy and delivery. Write the costs on a transparency. Show your transparency to the other groups. Compare the costs and services. What additional costs might be necessary? What are the advantages and disadvantages of using an obstetrician, a general practitioner, a clinic?
	Listen as a natural childbirth instructor speaks on the medical expenses that can be expected during pregnancy and delivery. How do these expenses compare to those already found?
	Visit a hospital to view the maternity ward and listen to someone on the hospital staff explain the different methods of paying for maternity care. Is maternity coverage desirable in your health insurance? Why? What payment plans are available for the expenses incurred?
b. Insurance	Listen as an insurance representative speaks on the benefits available for coverage of doctor and hospital bills. List on paper the benefits mentioned.
	Contact several health insurance agencies to compare the premium rates, what they cover, and the deductible rates available. Share information on the prices and coverage available.
	Talk with adults who have had babies recently. Ask them if they had insurance covering pregnancy and childbirth, the coverage, and any problems encountered. Do they feel that insurance is essential, desirable, or unnecessary? Why?
c. Expenses during childhood	Listen as a pediatrician or the school nurse speaks on the medical expenses during childhood, such as shots required, costs of visits, and the number of visits necessary. What services are offered free by the local health department? List the expenses presented.
	Interview adults with young children about their medical expenses for the past year. What expenses were incurred? Which were routine expenses? Which were emergency expenses? Which were irregular expenses?
	Read newspaper or magazine stories about children's diseases or accidents. How can the medical expenses associated with these be paid? What role could insurance play in meeting the costs of children's illnesses or accidents?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Social services available	Watch a film or read Department of Human Resources pamphlets which depict the financial services available to the community. Listen as a hospital director or a staff member speaks on the community services available that provide medical assistance to families with children. How would you contact these services? Write a paragraph giving examples of the various community services available that can help cut medical expenses that occur in childhood. Describe how to obtain these services.
D. Emotional considerations 1. Effect(s) on relationship(s) with partner	Review the factors to consider when planning a family, including age, income, size of family, health, special needs of family members, and other factors. Discuss ways the addition of a child affects or is affected by each of these factors. How might changes related to each factor affect the parents' relationships with each other? Give examples to illustrate how maturity, marital happiness, desire for children, and knowledge of prenatal development influence emotional preparation for parenthood. Role play to show the interrelationships between maturity, marital happiness, desire for children, and knowledge of prenatal development with an emotionally stable pregnancy. Study case situations such as the following and determine whether each couple is ready to have a child: (1) Husband, age 17, wife, age 15. (2) Couple has been married six months. Husband uses speed. Wife smokes marijuana, but does not use speed. (3) Wife had mononucleosis two years ago and has been anemic since. Result has been susceptibility to colds and flu. She has improved, but is still slightly anemic. Her doctor has urged her to eat three balanced meals and get plenty of rest, but she just has too many things to do. Use situations such as the following to analyze reasons couples portrayed may not be ready emotionally for parenthood. (1) Barbie and Ken let their parents make their decisions. (2) Jack and Jane have little knowledge of household management. (3) Suzanne and Bill are both self-centered. (4) Jim has a jealous and possessive attitude toward Helen. Explain what you think might happen if these couples decided to have children.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview new parents to discover the effects parenting has had on their relationship. What emotional adjustments have to be made before and after the birth of a baby?
	Read a book or article relating a couple's preparation for parenthood. Prepare a written report of the couple's problems in making emotional adjustments to becoming parents.
	Plan a bulletin board depicting the emotional considerations involved in parenting. Select magazine pictures that illustrate the emotions identified.
	Find examples in an advice column that show the emotional effects of parenthood. Share your findings with the class.
2. Effect(s) on relationship(s) with other family members	Read articles or view films or filmstrips on the psychological aspects of pregnancy. Discuss psychological adjustments the father may have to make during the mother's pregnancy. What are some adjustments children in the family have to make?
	Read selected references concerning factors affecting sibling relationships. Why may a child have difficulty adjusting to a new child? How can parents assist a child in adjusting positively to a new baby?
	Interview parents with two or more children to learn how they introduced their child(ren) to a new baby. What problems did the older child(ren) have in adjusting to the new baby? What efforts did the parents make to help the child(ren) work through feelings and concerns?
	Examine a child's book about the coming of a new baby. Point out possible changes and adjustments for other children in the family. List ways parents and others could help prepare a small child for a new baby in the family. Role play some of the best ideas.
	Analyze the possible effects having a child may have on your relationship with your immediate family. Ask several adults to describe ways they feel their relationships with their mother, father, and siblings changed as a result of their having a child. What problems may young parents encounter in dealing with grandparents? How did older siblings feel about their brother or sister having a child? Was their reaction the same or different from that of younger siblings?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

View television shows illustrating extended family relationships. Role play ways in which these relationships may have positive or negative influences on having a child.

3. Effect(s) on relationship(s) with friends

Give examples of activities that parents might not be able to continue because of a child. Explain how this could affect the relationship they have with their friends.

Give examples from your own family situation of times when you could not do things with your friends because of a younger brother or sister or other relative. How might a similar situation happen to a parent? Why do new parents often develop new friendships after the birth of a child? How does not having money for a babysitter or a nearby relative affect the parents' ability to do things with their friends? What effect may the cost of having children have on the parents' social life? Discuss.

Analyze television shows to determine how different families handle the challenges of taking care of their children while maintaining their own social lives. Share your observations with the class.

Write a case study about a situation in which a child causes parent(s) to break plans with friends. For example, a child becomes sick on the night parents had planned to go out with friends. How may this affect relationships between friends? Exchange papers and offer a solution to the situation described in the case study you received. Discuss the solutions offered for each situation.

Make a list of activities that families and their friends can participate in together. How can young children be included in the plans? How much would each activity cost? Do you think all members of the families would enjoy the activity? How would the ages of the children influence the activities selected?

Compare the amount of time a childless couple might be able to spend with friends to the amount of time a couple with an infant might be able to spend with friends. How might children influence the amount of time available for being with friends? How might children change your relationship with friends?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

4. Effect(s) of the community on children

Identify educational programs on family planning that are available in your community. Use the telephone book and newspaper as guides. Summarize the types of information and/or services available from each source.

Write a paper describing the communities in which you have lived. How were they similar? How were they different? What were some advantages and disadvantages of each? Were the same community services offered in each? What do you feel influenced you most in each place you have lived? How do communities differ in their acceptance of children? How do neighborhoods differ?

Discuss any prejudices you feel the communities where you have lived have shown toward children. Give examples of specific things that lead you to believe this. Why do some adults in the community have negative attitudes toward young people?

Study a definition of *social institutions*. List social institutions to which children in your community are exposed. Include such insitutions as day care centers, schools, youth organizations, etc.

Give examples of ways social institutions have influenced you. Discuss ways social institutions may influence a child's later development.

Bring a newspaper article that illustrates a social institution involved with children. Share the article with the class. (Examples might include schools, churches, community centers, etc.)

Examine your life looking at one particular institution's influence on you. Point out ways that you feel that institution has affected you.

Search for articles in the local newspaper to find examples of community activities that may encourage leadership and maturity in children. If possible, attend one of these functions with a child and report the experience to the class.

Use your experiences in your community to give examples of the effects your community has had on you. Outline the various influences. Examples: community size, community traditions.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Name a person in your community whom you admire. How has this person influenced your life? In what ways do you influence other children in your community?
5. Evaluation of resources available	List community resources which contribute to successful parenthood, such as schools, churches, PTA, recreational centers and activities, scouting programs, child care centers, Well Baby clinics, Planned Parenthood Association, law enforcement agencies, public libraries, educational television, etc. What resources are not available in your community that would be beneficial to parents?
	Interview or listen to a panel of community leaders state the purpose of organizations and services available to families. Discuss the leaders' opinions.
	Visit a children's organization (or other children's leadership group) to determine its influence and impact on children's behavior and beliefs. Report your experiences to class.
E. Special parenting situations 1. Types	Brainstorm to list special parenting situations. Examples might include: single parenting, stepparenting, foster parenting, and adopting.
	Explain why alternatives to natural parenting are needed. Examples: Childlessness as a result of sterility or physical handicaps; feeling of ecological responsibility for preventing population explosion; feeling of humanitarian responsibility for the deprived; or companionship for own child or children. Discuss these motives in relation to successful parenting.
	Give examples of advantages and disadvantages of adoption, remarriage, or foster parenthood. Include observations from personal experiences, books, movies, television programs.
2. Single parenting	Define *single parenting* and write the definition on the chalkboard. Give examples of situations that result in one-parent families. Examples may include: death, divorce, abandonment, travel, military assignment, or unwed parent.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Watch a television series depicting a one-parent family. Discuss the necessary adjustments of the characters to their situations. What problems did the family encounter which were the result of being a one-parent family?
	Discuss the following questions: What types of one-parent families do television series depict? Do the series depict more families with female heads or male heads? Why do you think this is true? Which type family is depicted as having a higher income? More problems? What type problems are associated with each type family? Are these depictions accurate?
	Discuss basic difficulties experienced in single-parent situations. How do problems differ in mother-headed homes and father-headed homes?
	Consider the impact on children (at all ages) of having the father absent or the mother absent. Determine necessary adjustments. What type problems might children of each age encounter in each situation? What community resources and management procedure can help?
	Form a panel of volunteer class members who live in single-parent families. Discuss management problems or concerns that occur in their households. How can these problems be resolved?
	Write a paper entitled "What a Child's Responsibility Is in a Single-Parent Family." Discuss how the responsibilities would differ, if at all, in a two-parent family.
3. Stepparenting	View a film, filmstrip, or illustrations dealing with a situation involving a stepparent and stepchild. Describe the views of each person portrayed. How are stepparents depicted in children's stories? Is this necessarily a true representation? What are some other possible characterizations?
	Read a story or article describing problems which may be encountered by stepparents and stepchildren. Discuss each person's viewpoint and feelings. What are some possible solutions to each problem? What might have prevented the problems?
	Role play situations involving stepparents and stepchildren to demonstrate ways that a positive relationship can result. How can both stepparents and stepchildren benefit from developing a positive relationship?

CONCEPTS	LEARNING AND EVALUATION EXPER[illegible]S
	Identify an anonymous stepparenting situation. Working in groups, analyze one of the problem stepparenting situations identified by the class. Examine the situation to find what the real cause of the problem might be. Continuing to work in groups, propose solutions to the problem examined. Outline ways that each family member can contribute to the solution.
	Work in groups to make specific plans for preparing children of various ages to accept a stepparent. Identify possible relationships that might be established. How can preparing children for stepparents help to prevent problems?
4. Adoption a. Procedures	Study references to identify legal procedures and requirements in your state for parents who wish to adopt children. Report your findings to the class. How can parents find out about the procedures for adopting a child? What is the approximate cost of adopting a child?
	Write a paper on adoption procedures in your state. From what sources may a child be obtained? What requirements must adoptive parents meet? How long is the waiting period? How are parent and child matched? What follow-up is done?
b. Agencies	Prepare a list of sources of children available for adoption, and adoption requirements for each.
	Listen as a social worker from the Department of Human Resources describes the operation of licensed adoption agencies in your state. List and discuss the various agencies that offer children for adoption.
	Take a field trip to a children's home where children are available for adoption. Listen to the director explain adoption procedures. Summarize your findings.
c. Legal aspects	Listen as a family lawyer explains the legal aspects of adopting a child. Why is it necessary for parents considering adoption to observe all legal requirements?
	Discuss the following questions: Should an adopted child be allowed to know who his/her real parents are? Should an adopted child be given more or less attention than a natural child? What procedures are followed by adoption agencies to keep adopted children from finding their real parents? How is this changing?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Psychological adjustments	Listen to carefully selected adoptive parents discuss the joys and adjustments of adopting a child. Discuss when, what, and why the child would be told about being adopted. Listen to a panel discuss possible ways to minimize problems related to the adoption process faced by adoptive parents and adopted children. Focus questions on topics such as how to tell children about adoption, attitudes and feelings about adoption as children grow older, feelings of adopted children toward their natural parents. [NOTE TO TEACHER: The panel should consist of adoptive parents and adopted children.] Examine your own feelings about adoption. Would it be possible for you to accept an adopted child? How would you feel if you found out you were adopted? Discuss your feelings in class.
5. Foster parenting a. Procedures b. Agencies c. Legal aspects d. Psychological adjustments	Study an advertisement asking for support for orphaned children in other countries. Write down your feelings and reactions to the ad. Did the ad include a picture of an orphaned child? How did the picture make you feel? Did the ad include a story about an adopted child? About foster parents? How did this information make you feel? Where could you obtain more information about the organization which placed the ad? Why would it be desirable to do this before agreeing to send money to support a child? Interview a social worker or do research in your library to find the procedures and requirements for becoming a foster parent. Make notes of the requirements mentioned. Share your findings with classmates. Make two columns on the chalkboard. Title one column "Rewards" and one column "Responsibilities." Give examples of the rewards and responsibilities of being a foster parent. Write these under the appropriate column. Do the rewards and responsibilities balance out? How would the responsibilities of a foster parent differ from those of a natural parent? Listen as a foster parent describes the psychological adjustments that must be made when taking a foster child. What psychological problems are characteristic of foster children? Is it hard to give up a foster child?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
6. Part-time parenting through community agencies a. Agencies and agency expectations b. Procedures for involvement	View the transparency "Part-time Parenting Through Community Agencies." (See p. 391.) What opportunities are there for part-time parents? Why would people want to be parents part-time? Listen as a special services officer discusses the opportunities for part-time parenting through the Children's Protection Services. After the discussion, answer the following questions: Who is eligible for the services? What does the agency expect of part-time parents? How can interested people get involved? Use pamphlets or other publications to find opportunities for part-time parenting through state institutions such as a state school for the blind, mentally retarded, or physically handicapped. Share your findings in class through discussion. Choose an organization which gives adults an opportunity to get involved with children on a part-time basis. By contacting the organization or by reading its publications, outline the procedures for becoming involved. Write these on a transparency to share in class. How do organizations such as Big Brothers/Big Sisters benefit the community? Develop a bulletin board or display materials that are related to opportunities for part-time parenting, such as Big Sisters/Big Brothers, Parents Anonymous, CARE, etc.
c. Responsibilities, rewards, and difficulties of part-time parenting	Interview parents who have raised or are raising children as a part-time parent. Find out as much as possible about the responsibilities, rewards, and difficulties that are associated with part-time parenting. Summarize these in a paragraph. View films or filmstrips or read books or articles describing the problems which result when parents cannot or will not meet the responsibilties associated with parenthood. How could part-time parents help?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Express your views on part-time parenting in an essay. Include reasons for your view that are well thought-out. Use the following questions as a guide: Who is responsible for taking care of homeless children? What special problems occur in part-time parenting situtations? How can an interested adult become involved in part-time parenting?
7. Other alternatives	Identify youth organizations in your community which need adult leaders. Do these organizations offer alternatives for working with children to adults whether or not they have children? Why might some adults work with youth organizations rather than having their own children?

COMPETENCY: *Ability to analyze factors contributing to successful family living*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze factors affecting relationships within the family.

Demonstrate specific supportive interpersonal techniques with individuals and groups.

Analyze individual interaction in groups.

Compare perceptions of family roles.

Distinguish differences in families.

Outline the rights of family members.

Determine the responsibilities of family members.

Outline the basic functions of the family.

Point out benefits of family living.

Analyze the roles of the family in the social structure.

Determine the effects of culture on the family.

Analyze laws related to the family.

Determine the impact of change on the family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Living As A Family A. Relationships within the family 1. Influences on relationships a. Attitudes	Define the word *attitude.* Compare your definition to that of a classmate's. How are the definitions similar? How do they differ? Give examples of attitudes you have about a wide variety of situations. How can your attitude affect the success of your relationships with others in various situations? Work in small groups. List on a long sheet of paper attitudes which have a positive effect on your relationships with family members. Use an additional sheet of paper to list the attitudes with negative effects on your relationships with family members. Discuss the views of the different groups.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play situations which demonstrate positive and negative attitudes. Role play the situations involving negative attitudes again. This time change the attitude to positive. How does changing a negative attitude improve a situation?
	Examine situations in your family when you have displayed a negative attitude. Describe to a classmate how a positive attitude could have changed the situation.
b. Empathy	Use a dictionary to find a definition of *empathy*. Compare this with a definition of *sympathy*. How do the two differ?
	Role play a situation where a teenager wants to date a person the parents do not approve of. Discuss as a class the feelings of the parents, and teenagers. Can you understand how the parents feel?
	Write a brief explanation of a disagreement you have had with your parents or a sibling. Take the part of the other person and write a paper expressing why they acted as they did and what feelings they had during the disagreement. How does empathy help you understand another person's point of view and actions?
c. Respect	Brainstorm to reach a class consensus on the definition of *respect*. Write ideas on the board and compare with the definition in the dictionary.
	Recall situations where you felt that you were given no respect by other family members. Through discussion express your feelings about the situation. In what ways do you feel you could have been given respect?
	Write skits in small groups that show respect being to one family member by another family member. Either read or act out the skit. Discuss as a class. How does respect improve human relations?
d. Communication	Read the statement, "Communication is a two-way street." Immediately write down your reactions to the statement. How accurate do you feel this statement is?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Observe the communication process on the transparency. (See p. 358.) How does the communication process work? Why can misunderstandings easily occur? [NOTE TO TEACHER: The Encoder includes the words used, the emphasis, and the style of the communication. The Medium could include verbal or nonverbal communication, writing, broadcast messages, etc. The Decoder includes perceptions, attitudes, and feelings. The Censor may be conscious or unconscious. Point out that in all steps of the process the ideas, feelings, perceptions, and attitudes of the speaker and listener will affect the communication given and received.]

Discuss methods of verbal and nonverbal communication. Explain the role of verbal and nonverbal communication in human relationships.

Study references to identify basic styles of communicating. What effect might each style have on communication in marriage?

View a film showing some type of interaction between people. Turn the sound off and watch it in its entirety. Discuss what was happening in the film, the feelings people were having, and the theme of the film. Now, show the film with sound on to compare your perceptions of the people in the film with the sound off to your impressions with the sound on.

Analyze cartoons or pictures to identify the different types of nonverbal communication exemplified. Point out facial expressions and physical actions. How can recognition and understanding of the "signs" of nonverbal communication contribute to effective relationships?

Send classmate "A" out of the room while the class prepares for a communication demonstration. Select classmate "B" to sit with back to the chalkboard. Distribute mimeographed sheets with a geometric design. "B" tells "A" how to draw the design on board. "A" cannot ask questions and "B" cannot see what "A" draws. Compare the final drawing to the mimeographed sheet. Repeat the demonstration with a different design, except "A" and "B" may face each other and may communicate. Compare the results of the second experiment. Explain how this demonstration illustrates the importance of clear communication techniques. How could failure to communicate contribute to unsatisfactory relationships?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

View the transparency, "Tips for Good Communication in Marriage." (See p. 422.) Discuss each tip and what might happen if each was ignored.

Read a book or article on communication. Make a report to the class. Discuss the value of the techniques in a marriage.

Discuss the following common steps in developing patterns of communication in an marriage: (1) establishing patterns of authority, (2) reaching understanding on conflict issues, (3) reaching a truce in areas of permanent disagreement. Contrast modern and traditional patterns of authority in marriage.

Participate in the following exercise. Send five persons out of the room. Listen as your teacher reads a story to one class member. Invite one class member to return to the room. Listen as the class member who heard the story repeats it to the returning class member. Repeat until all five persons who left the room have heard the last person retell the story. Compare the final version of the story with the original as your teacher reads it again. How much information was lost? How was the most information lost? What may be the results when this happens in a family?

Work with a partner. One person should tell the other something of interest. The second person should paraphrase what the first person said. The first person should indicate how accurate the paraphrase was. Share your experience with the class. How might this technique help to prevent misunderstandings between family members?

Recall examples when poor communication caused problems in your family. Describe the results of the poor communication, such as lost time, inconveninece, or arguments. How might the communication have been improved in each situation? Develop a list of techniques for effective family communication.

Give examples of effective communication, poor communication, and no communication between husband and wife. Use television programs, books, magazines, movies, or real-life situations as references. Discuss the factors which contribute to poor communication, such as not listening, losing your temper, leaving the room, and misinterpreting nonverbal behavior.

View the transparency, "Communication in Marriage." (See p. 423.) How is each partner in a marriage really three persons? What conflicts does this cause? How can communication help?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Try communicating with a partner while: standing across the room from one another, one person is standing on a chair and the other is on the floor, one partner stands behind the other, partners sit and face one another with one using no facial expression, partners sit and face one another with one not looking the other in the eye, one partner continually interrupts the other, one partner reacts negatively to everything the other says. Discuss with the class your feelings in each situation. Use what you have learned to develop a list of basic rules for effective communication.
e. Group dynamics	Break into buzz groups. Within the groups, decide what constitutes a group. What function does a group accomplish? How do functions change as groups become different sizes?
	Give examples of groups you are familiar with. Examples: a family, a clique, a committee, a choir. How do the functions of the groups vary with their size?
	Participate in a panel discussion and consider the following questions: How does your self-concept affect your behavior in a group? Have you observed the "pecking order" at work in a group? Give examples. What effect does the group have on an individual? Examples: group expectations, behavior, character, and personality. What effect does the individual have on the group? Examples: leadership qualities and responsibilities.
	Brainstorm to identify possible adjustments a young couple may have to make in the first few months of marriage. How does their identity as a couple change their identity as an individual?
	Review the transparency on "Ways to Solve Disagreements." (See p. 421.) Role play a situation and change to illustrate each way. Which is the most satisfactory way for both partners? The least satisfactory? Does your family tend to follow one particular way?

Debate the statement, "Large families are happier than small families." What contributes to happiness in a large family? A small family?

Respond to the question: What does *interaction* mean? Give examples of interaction in the family, in the classroom, and with friends. How does the size of the group affect interaction?

Draw a diagram showing the interactions possible in your own family. Compare the number of interactions possible in your family with the number possible in your classmates' families. How does family size influence the number of interactions possible? What effects might living in an extended family have on the number of interactions possible? What interactions occur when living in a family in which parents have divorced and remarried?

Recall large group situations you have been in, such as concerts, parades, community functions, and sports activities. Describe the types of interaction that occurred. Outline the interaction that you have experienced in small group situations. How does the amount of interaction vary with group size? How does the type of interaction change with group size?

f. Conflict

Find cartoons which show conflicts between a married couple. Discuss the message conveyed in the cartoons with the class.

Ask five males and five females, "What causes the most conflict in your marriage?" Record the answers. In class, categorize all of the answers into categories, such as money, household management, or personality disagreements. Did the answers of males and females differ? What appears to be the major causes of marital conflicts? Is the apparent area of conflict necessarily the real cause of the conflict?

Identify the reasons for conflict in marriage. (See transparency on p. 424.) Why is some conflict inevitable?

View the transparency, "Traditional Methods of Resolving Conflict." (See p. 425.) Compare with the transparency, "Unsuccessful Ways of Responding to Conflict." (See p. 426.) Why are none of these methods successful in the long run?

Identify possible productive and destructive results of quarreling.

Prepare and present a skit on the first quarrel of a newly-married couple. Discuss ways the quarrel could have ended differently. What role did communication play in the quarrel? Identify the methods of communication used.

Give personal examples of times you have infringed on the rights of others. Did these experiences lead to conflict? If so, how did these experiences give you a better understanding of interpersonal relations?

Discuss possible results of always trying to avoid conflict. Is denying your true feelings healthy?

Discuss what function conflict serves. How can conflict be positive and healthy?

Debate the following statement: No one can make you angry or hurt your feelings; you choose to be angry or feel hurt.

Differentiate between nonassertive, aggressive, and assertive behavior. In which category do you usually fall? Make a list of tips on being assertive.

Discuss the merit of such sayings as: "Kiss and make up." "Never go to sleep angry." "Don't let the sun set on your anger." What do the sayings have in common? Do you think the advice is good?

Review the transparency, "3 Approaches to Resolving Conflict." (See p. 361.) Compare the conclusion of it with the "Synergistic Method of Conflict Resolution." (See transparency on p. 427.) How can the synergistic method use conflict to strengthen a marriage?

Define *compromise.* What are the distinguishing characteristics of compromise? Contrast compromise with accommodation, concession, martydom, and hostitility as solutions to disagreement.

Work in small groups to identify an area of conflict that could affect interpersonal relationships in a family. Identify the probable cause(s) and propose a solution. How could the situation have been prevented?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a marriage counselor describe reasons couples may need counseling. To whom may couples turn for counseling? What are advantages and disadvantages of each source? What criteria can a couple use in selecting a marriage counselor? What services does a marriage counselor provide? How much may these sources cost?
2. Family roles a. Stereotyping	Define *role* as it applies to family members. Compare your definition with definitions in references.
	Brainstorm to give descriptions of the roles of each of the following family members: father, mother, preschool child, school-age child, teenagers, grandparents. Did you give some conflicting ideas for some roles? Are your role descriptions more traditional or contemporary? [NOTE TO TEACHER: Transparencies on pp. 362-364, and 351, can be used in the discussion.]
	Analyze the roles and responsibilities of each member of your family. Interview adult members of your family to find out what roles and responsibilities they think each family member has. Compare the lists. What differences did you observe? What similarities did you note? Why may your perceptions differ from the adults'?
	Observe the roles of family members in other families. How do they differ from the roles in your family? Discuss the differences in class. Compare such points as who assumes responsibility for preparing meals, buying groceries, repairing the car, mowing the lawn, taking out the trash. Also note differences in size, composition, status, occupation, and education. How do role expectations differ?
	Read case studies of family situations or view television programs to observe family roles. Analyze the situations to determine those that are traditional and those that are contemporary. What family member's role has changed the most in relation to traditional roles?
	Work in small groups to write want ads for members in the family and describe exactly what is expected of each member. Compare your want ad with other class members' want ads. How do role expectations vary among class members?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Changing roles	Discuss ways family roles may be different in nuclear, extended, and single-parent families. How may the persons performing various tasks and assuming various roles vary among the types of families? What difficulties do single parents have in fulfilling all of the necessary roles? What problems may occur in role expectations when a grandparent joins the family?
	Check 1980 census data on the distribution of American adults by type of household. What does this reveal about the stereotyped American family?
	Interview couples at different stages of the life cycle to determine how their roles have changed during their marriage. What impact did each of the following have on their roles: wife's employment, husband's employment, birth of children? Note differences and similarities in responses of the persons interviewed. Share your findings with the class.
	View a film or filmstrip about family roles. Define the term "sex role stereotype." Discuss the development of sex role identification in children. Suggest ways to avoid sex role stereotyping in children. What impact may changing sex role expectations have on families? Do you feel that role expectations are more rigid for men or women?
	Divide into four groups and assign students to section a large piece of butcher paper into four equal parts. Label the sections: males' ideas of a husband, males' ideas of a wife, females' ideas of a husband, females' ideas of a wife. Have students write in the roles under each. One student in each group should explain to the class the information written on sheets. Compare the ideas.
	List household tasks in two columns, MALE and FEMALE, on the chalkboard. List tasks which are frequently performed by either sex between the columns. Why are these changing?
	Read selected references concerning the functions and roles of family members. Using the references, outline the tasks and responsibilities of the husband and the wife. Which tasks and responsibilities represent traditional family roles? Which represent contemporary family roles? What conflicts may occur in marriage when role expectations differ?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study references to determine ways feminine and masculine roles are changing. Whose roles are changing the most? Why may these role changes be difficult to accept?
	Discuss ways traditional male and female family roles have merged or overlapped in recent years. What impact do you feel this trend will have on husbands and wives in the future? On marriage?
	Discuss conflicts which may occur in dual career families, such as: handling extra income, child care, division of housework, less time together.
	Debate: "A woman's place is in the home." Give advantages and disadvantages of women working. Why has the number of working women increased? Summarize the points brought out in the debate.
	Listen to a panel of men and women in nontraditional jobs and roles discuss reasons for their job choices, problems encountered in their jobs, and reactions of other people. What impact have their nontraditional job choices had on their families?
	Discuss ways children's roles in the family have changed during the past several decades. How were children in past generations considered assets? How do children still assume responsibilities in the home? Have their responsibilities changed?
c. Conflict in role perception	Express your views on role perception through discussion of the following: How do conflicts in role perception contribute to family stability? Instability? Family patterns? Family culture? Family tradition?
	Use the following questions to summarize family roles: What factors contribute to an individual's understanding of a role? How does a girl learn female roles? How does a boy learn male roles? How is role expectation related to role satisfaction? What happens when role expectations are not met? For example, a husband expects his wife to pay the bills, but she does not think it is her role. A wife expects her husband to help care for the young children, but he thinks this is the wife's role. What conflicts may result if the wife works outside the home? If the husband works at a job the wife does not see as a husband's role?

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Interview each member of your family or use a tape recorder to record opinions of what roles and responsibilities each feels every other member has. Compare the differences in answers. How do these differences lead to conflict in your family?

Work in small groups to prepare a list of possible family role conflicts. Role play these situations to illustrate the conflicts. Role play the situations again to show how each conflict could be handled more effectively.

Analyze conflicts, such as the following, which may occur in a marriage: Husband is a student; wife is the breadwinner. Wife cares for twins; husband does grocery shopping, laundry, etc. Husband gets home from work before wife, but refuses to start dinner.

Write a short essay (pro or con) on one of the following topics: "Working women threaten family stability." "Women's roles cannot be upgraded without degrading men." "A man has the right to rule the house." "It's a man's job to support the family." Men's roles are being threatened in upgrading the women's roles." Why do you agree or disagree with the statement? Share your position and reasoning with the class.

Listen to a marriage counselor describe problems which may occur when a husband and wife disagree over their roles. What steps can couples take to resolve such differences?

Role play situations related to family member role conflicts. Examples: Should the wife work after children are born? What are the husband's responsibilities toward the children and other responsibilities as they relate to the home? Discuss the impact of role expectations on marital success.

Debate: "The roles of men and women will blend in years to come." Do you think men's and women's roles will be the same, determined individually, or different in the future? What changes in society are likely to contribute to changes in future family roles?

3. Differences in families
   a. Resources

Brainstorm to list the resources a family could have. What nonhuman resources did you list? Human resources? [NOTE TO TEACHER: A transparency on resources is on p. 366.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Draw a "problem" card. [NOTE TO TEACHER: Examples for problem cards: Car needs major repairs; Mom loses her job; your sister wants a bicycle, etc.] What resources (human and nonhuman) could you use to solve the problem? Give solutions for families with varying resources.
	Discuss what differences would occur between families with different resources. How would life in a family with few resources differ from life in a family with many resources? What advantages and disadvantages would there be? How would resources differ for a family living in the country? The suburbs? The city? A family with many children? A family with one child? A family with older parents? A family with young parents?
	Discuss the following questions: How have you contributed to your family's finances by assuming responsibilities? By taking care of supplies and property? By bringing in money through work? By using your talents to create clothing, food, furniture, etc.? In what ways have you shown responsibility in handling money? What effect did it have on you and/or your family? Has your family's confidence in your ability to handle money increased in the past three years? How? Why? What did you do to increase their confidence in you?
	Poll families with children of various ages to find methods of sharing family income with children, such as: allowance pay for household duties, giving money on request, or earning money outside the home. Outline the advantages and disadvantages of each method. Does the teenager's source of income influence personal spending habits? How is age related to the method used?
	Propose a spending and saving plan that you feel is appropriate for a particular child. Use personal experiences, class discussion, and references for the plan. Share your plan with another class member. How realistic is the plan? Is the plan appropriate for the child's age? Maturity?
b. Customs and traditions	Give examples of traditions and customs you are familiar with in your community. How do these customs unify as well as segregate families? What problems can different customs bring about?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Bring photographs of your family participating in a family custom or tradition. Explain what your family is involved in and the importance of the activity.
	Listen to a panel of adults from various cultures in your community discuss their family traditions. How have they adopted American traditions into their family's lifestyle? What customs and traditions have they retained from their culture?
	Identify the characteristics of a culture which interests you. Outline the various traditions described. Have any of these traditions been generally accepted or adopted as American lifestyles?
c. Goals and values	Give examples of long-term and short-term goals. Explain how long-and short-term goals differ.
	Write a paragraph describing something that your family values. Explain why it is valued. Do you share the same values as your family? Why or why not?
	Examine your family to identify five goals that your family has, either long-term or short-term. Next, list five goals that you have. Are any of the goals the same? Why? Why not? How are your family's values reflected in their goals?
	Develop five personal goals that would allow you to aid in achieving your family's goals. Discuss how working together leads to more effective goal achievement.
d. Family patterns	Study references to identify types of families and family patterns. Which are most like your own family?
	Interview parents with adopted children. What special joys may adopted children bring? Do they have difficulty being equally fair to their adopted children and their natural children? How do other children accept the adopted child? Are feelings different for adopted children? Share your findings in class discussion.
	Role play some of the problems that may occur in families with stepchildren, with adopted children, or other family styles. Discuss after role playing how these problems could be solved. Role play solutions. How can various family patterns create difficulty within the family?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Mobility	Obtain information from your local Chamber of Commerce to discover the number of families that have moved into your community in the last five years. Discuss how moving from one town to another affects family living. What problems may a move cause?
	Share with the class the problems you faced if your family has moved before. What were the positive aspects of the move? What were your feelings at the time of the move? What age do you feel would have been the best time to move? The worst? Why?
	Listen as a military or corporate family describes how they adjust to their mobile lifestyle, and how they obtain stability and security. Identify the things that the family does to adjust to a new situation. Is the mobile family any different from one who always lives in the same community?
	Write an essay expressing your personal views on moving. How can moving be a positive experience? What would you do to help or adjust to a new situation?
4. Rights of family members a. Love	Write your definition of *family love.* [NOTE TO TEACHER: Collect the papers and read the various definitions aloud.] Reach a class consensus on what family love is after listening to all of the definitions. How does this love differ from romantic love?
	Work in small groups to discuss how parents show love for their children. Then discuss ways children show love to their parents. Share your group's ideas with other groups.
	Bring newspaper or magazine pictures or cartoons illustrating family members expressing love for each other. Discuss as a class. Combine all pictures for a bulletin board.
b. Acceptance	List things that your family does to make you feel comfortable and accepted. Also list things your family does to make you feel ignored and unimportant. Why is acceptance as a family member important?
	Role play situations where you felt rejected, such as not being included in family plans or not being asked for your opinion. Explain what could have been done to help you feel accepted. Was the rejection intentional or accidental? How can you find out?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Demonstrate ways that one family member can show acceptance to another family member. Show acceptance to a brother, sister, or parent and report the person's reaction to the class.
c. Family resources	Make a list of your family resources. Do you receive relatively more or less resources than other members of your family? Why or why not?
	Give examples of situations where it might be essential for one family member to receive more family resources than another family member. Examples: sickness, a disability, a special function to attend. How do you feel about the family member who receives a larger share of family resources? How do you feel when you receive a larger share of family resources? How do you think your family feels about you regarding family resources received?
	Identify reasons why material resources must be used more carefully and discriminately now and in the future. How can resources be used more efficiently and effectively? Which resources actually improve with careful use?
	Outline your expenses that are paid for by your parents. Are these expenses similar for all family members? Why or why not?
	Discuss: Adults have the right to expect their children to use part of their resources to help with family expenses.
	Debate the following statements: Teenagers using the family car should pay for their own gasoline and insurance premiums. Teenagers with their own car should pay for the car, gasoline, and insurance premiums.
	Identify expenses you feel teenagers should pay for and things their parents should pay for. Debate items on which class members disagree.
d. Privacy	Give examples of situations at home where your privacy has been invaded. Describe your feelings about the situation to other class members.

Role play situations involving privacy problems such as the following: (a) You are talking on the phone and realize that another family member is listening to the conversation. (b) You find another family member reading your mail or reading your diary. (c) You are trying to study and another family member turns on the stereo. How can these be resolved?

List some reasons adults who are responsible to children might have for wanting to know where the children are, and who they are with. Work in small groups to role play situations which illustrate these points. Share ideas on how each of the role play situations could be handled constructively by adults and teenagers.

Write anonymous letters to an advice columnist asking for help in a family problem in which your rights as a family member were violated. Draw one of the anonymous letters from the container. Work in small groups to identify possible solutions to problems drawn by the group members. Share the problems and the proposed solutions with the class.

5. Responsibilities of family members
   a. Parents

Complete the following open-ended sentences and discuss as a class. "I wish my parents would ______." "I wish my parents would not ______________." [NOTE TO TEACHER: A period of evaluation should follow this learning experience. Students may need some help distinguishing between wishful thinking and practical responsibilities.]

Brainstorm to identify responsibilities of parents. Compare your list of responsibilities with the following: family leadership, nurturance, discipline, and financial support. Check references for more ideas.

Work in small groups to write advertisements for parents. Explain in detail the responsibilities to be assumed. Include requirements related to leadership, nurturance, discipline, and financial support. Discuss the ad prepared by each group.

   b. Children

Listen as a panel of parents discuss what teenagers' responsibilities should be to themselves and to others. Based on the discussion, list the responsibilities of teenagers, including household responsibilities and sharing family resources.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask your parent(s) to respond to the following open-ended questions: "I wish teenagers would ______ ______." "I wish teenagers would not ______ ______ ______." Compare your parents' answers to answers of the open-ended sentences about parents. How are the responsibilities listed similar? Different?
	Make a class list of household responsibilities for the teenager. Cut apart, fold, and place in a box. Draw one task and perform for one week. Report to class your feelings while executing the task. Ask your parents' response to what you did.
6. Basic tasks of families a. Provision of physical care and development	Complete the following statement, "Good physical care is important because ______________________." Make a class list of the reasons given. How important is physical care for development?
	Give examples of what is done in your family to provide good physical care. What is the role of nutrition in physical development?
	Survey students in school to determine: (1) how siblings protect each other, (2) how parents protect each other, (3) how children protect parents, (4) how parents protect children. Discuss in class.
	Work in four groups representing ages 0-5, 6-10, 11-14, and 15-18. Discuss and identify the physical care parents give children at each age. Share your ideas with the class.
	Debate the statement: When a family cannot or does not provide physical protection, it is the state's responsibility to do so.
	Bring newspaper articles to class that show where family members have failed to provide the physical protection needed by other family members. [NOTE TO TEACHER: Have students discuss the articles brought to class, stating why they selected the article and how they feel toward the other members of the family.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen as a child development teacher or child specialist speaks on the physical protection necessary for children at different age levels. List the protection needed at various ages. How can this protection be provided?
b. Provision of intellectual development	Define *intellectual development* by using resource books in the library, textbooks, or the dictionary. What role does the family play in cognitive development?
	Listen to a panel of adults with children of various ages discuss and give background information on the intellectual development of their children. How has each child's intellectual development progressed? What have the parents done to stimulate intellectual development in their children?
	Work in groups representing the following classifications: "only child," "youngest child," "middle child," and "oldest child." Discuss the intellectual development problems that occur because of placement in the family. A recorder will outline for the other groups the issues brought out in the group.
	Show how a child's intellectual development can be stimulated in the home by demonstrating toys or games to other class members. Explain what makes each toy or game beneficial to intellectual development.
	Develop a list of games, toys, and other items that can be used to promote intellectual development. Be sure to include toys that can be homemade and games that cost nothing. Include toys and games that encourage intellectual development in a variety of ways.
c. Provision of emotional development	Discuss ways that basic emotional needs can be met. Give examples of how your basic emotional needs are met at home.
	Bring cartoons or pictures to class that illustrate how needs for love, security, and a sense of belonging are met by family members. Explain to the class why you chose the picture or cartoon.
	Work in groups representing love, security, and sense of belonging. Discuss and role play a situation showing how that need can be met in the family.

Complete the following: Family living provides me with love by ____________________ . Family living gives me a sense of security by __________ . Complete the following statement, "My family has helped me grow emotionally and mentally by ____________ . [NOTE TO TEACHER: Make a class list of all the ways mentioned by class members.]

Describe emotions of children. Describe the emotions of teenagers. How do the emotions of children and teenagers differ? How are they similar? What makes them change?

Listen as a director of a child care center or a child development teacher speaks on the emotional development of children. In a paragraph, summarize the presentation.

Study library references to gain a better understanding of emotional development. Share your findings with the class.

Visit a child care center or observe children on the playground to observe the emotions of children at different ages. Identify the emotions expressed. Develop a list of guidelines for helping children develop stable emotions. Compare your list to a classmate's.

d. Socialization of family members and maintenance of order

Give examples of ways you can better prepare yourself for adulthood. How can your family encourage mature behavior? Help you prepare for adulthood?

Visit with older people to get their ideas on how "the younger generation"can better prepare themselves for adulthood. Summarize your findings in a paragraph and read it to the class.

Read selected references describing the adult ego status. Suggest ways that students can improve themselves in order to reach that state.

Discuss the importance of a family conference. How can a family conference aid in the preparation for adulthood?

Role play a family conference to demonstrate how effective it can be. How could you participate in a family conference in your own home? In what types of situations would this be helpful?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of activities where your family interacts and socializes with other family members. Examples might include: family reunions, Christmas, Easter, July 4th, weddings, funerals, and graduations.
	Describe to the class the most memorable family gathering you have had. What made the event special? What do you remember most about it?
	Select one family activity that class members have in common. Analyze the activity to find out what makes the activity special for each class member. How does the activity vary from family to family? Outline the various differences.
	Plan an activity for your family. Write a follow-up paper including a brief statement on the success or failure of the activity. What improvements could be made for the future?
e. Placement and involvement of members in larger society	Give examples of various organizations in your community that different family members can be involved in. How do families influence the placement and involvement of other family members in society?
	Listen as the mayor or leader of a community organization speaks on getting involved in your community. Make note of the various activities, functions, and organizations mentioned.
	Observe various leaders in your community or school. Identify qualities these people seem to have in common. How do families help to develop these qualities?
f. Allocation of resources	List the necessities that you see as basic for survival. Also list all the other things you spend money on. Do more of your family's resources go for necessities or for other things?
	Work in groups to list family resources. Compile a class list using the lists made in the groups. [NOTE TO TEACHER: From this list, assign each student to put a check mark beside the resources that apply to his/her family and rank according to importance.] Compare rankings of different class members.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of ways that you can help in the allocation of family resources. Who is responsible for the allocation of resources in your family? How does your family teach you to allocate resources?
g. Division of labor	Discuss the statement: Acceptance of duties by family members affects the maintenance of satisfactory family relationships. Role play situations where one family member has failed to carry out assigned duties. What types of conflict are created? How can such a problem be resolved? Think about the situations role played. Identify ways that cooperation by family members could have resolved the conflict. Why is cooperation important? Do some duties have more status than others? Can the status of duties be changed? If so, how? Develop a check list of duties done in and around the home. Put a check mark beside the duties that are your responsibility. Put an X by the duties which you do not do, but could. How are duties assigned in your home? [NOTE TO TEACHER: Assign students to perform one of the duties with an X by it for one week without telling other family members.] What are your feelings after completing the task at home? How did your family react to your willingness to take on a new duty?
h. Reproduction, recruitment, and release of family members	Brainstorm to identify ways families add and lose members. Write the terms *reproduction, recruitment,* and *release* on the chalkboard. Under each appropriate column, place the ways identified by brainstorming. Discuss responsibilities families have for reproducing, recruiting, and releasing family members. What problems do families encounter related to each?
7. Challenges of families	List on the chalkboard things that put pressure and challenges on the family today. Include things such as: inflation, transportation, technology, regulations, mass media, etc. How can families deal with the pressures? [NOTE TO TEACHER: The transparency, "Pressures of American Society," will help in discussion. (See p. 428.)]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of areas that used to be taught by the family but are now being taught by social institutions. Examples might include: sex education, physical exercise, career education. Associate these examples with changes in society that have caused these changes in responsibility.
	Develop suggestions for helping families meet the challenges they are faced with. What role do you play in helping your own family meet its challenges?
B. Relationships of the family to the community 1. Family in the social structure a. Socioeconomic status	Discuss ways families interact with the larger community. What contribution does the community make to the family? What contributions does the family make to the community? [NOTE TO TEACHER: The transparency, "Impact of Society on the Family," will help here. (See p. 392.)]
	Listen as a banker speaks on the economic status of your community. Find out the major source of income for your community and some secondary sources that are important to community economy. How does this affect family life in the community?
	Give examples of resources in your community. Plan a bulletin board depicting these resources by using pictures from magazines or freehand pictures. How available are these resources to people in various socioeconomic groups?
	Examine your family. What is your socioeconomic status? How do you determine this? What social groups do you associate with? How does your family's socioeconomic status affect your role in the community?
b. Leisure	Discuss the statement, "All work and no leisure make a dull day." Why is leisure important? What results if a person works continually and takes no vacations?
	Research the effects of stress in modern life. How is leisure important to health? Why is leisure sometimes difficult to achieve?
	Discuss ways values, goals, and standards determine a family's use of leisure. What effect will the family's use of leisure have on the community? How can the family use of leisure contribute to family harmony as well as better community relations?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Plan at least three leisure activities that would involve all members of your family. If possible, carry out the activities. Report to the class on the success of the activities and your feelings concerning them.
c. Social life	List social activities and clubs or organizations your family enjoys. Compile a class list. Explain how the activities you listed allow your family to relate to the cmmunity. How may these activities improve family relations? How can personal needs be met through them?
	Discuss the importance of social life in your family. How would your family be different without this social life? How does your social life affect your attitudes?
	Analyze your responsibility as a family member to the community and neighborhood. Share your feelings concerning this by reacting to the statement: A neighborhood is as good as the families who live in it.
	Plan a class social activity that would include families. If possible, carry out the activity. [NOTE TO TEACHER: Students should do all the planning for the function.]
	Work with your neighbors to organize your block for a purpose such as a block party, cleanup, or crime watch meeting. Report your efforts to the class. Why are your neighbors sometimes not your family's closest friends?
	Compare and contrast contemporary recreational activities with recreational activities popular in your grandparents' youth. What are the similarities and differences?
	Contrast two community situations to illustrate differences in opportunities for growth and development of children from different income levels and backgrounds.
d. Ecological responsibilities	Use a dictionary to find a definition of *ecology*. Based on this definition, give examples of ecological responsibilities families have. [NOTE TO TEACHER: Ecological responsibilities include such broad ones as: population, environment–water, air, land, wildlife,–and lifestyle; and specific ones as: energy and water use and conservation, land use and care, food use and preparation, disposal of waste, housing choice, recreation choice, transportation, clothing selection, treatment of property, treatment of people, choice of occupation.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Collect newspaper clippings or magazine articles depicting ecological problems. Use the clippings to construct a bulletin board.
	Determine your values and attitudes about ecological responsibilities by completing a list of open-ended statements such as: I would like to have ____________ ____________ number of children. After camping, I would ____________________ the garbage. I would care for my yard by __________________ .
	Identify things you have consciously or unconsciously done within the last week to contribute to pollution, such as littering, throwing away materials which could be recycled, etc. What could you have done in each instance?
	Evaluate your attitudes and values related to ecology by discussing the following statements: "I know overpopulation is a problem, but I still want four children." "I know I should not waste water, but I still like a bath in a full tub."
	Write for materials on recent legislation concerning ecology. What effect does legislation have on ecology? Examples: pollution control regulations, licensing for hunting and fishing, control of food and drug additives. Share your findings with classmates.
	List areas of world ecological concern. Compare with ecological problems in your community or neighborhood. How many problems are similar? Discuss methods of preventing or alleviating these problems. How can the family help solve ecological problems?
	Listen to a guest panel consisting of various student leaders discuss the topic, "What My Generation Can Do To Change Attitudes and Action Toward Ecological Problems." Participate in a question and answer session to clarify the role of teenagers in preventing ecological problems.
e. Community responsibilities	Compile a list of characteristics describing an ideal community. How does this list compare with the community where you live? Who is responsible for providing the type of community desired? What is the family's role in meeting these responsibilities? What is the individual's role in these responsibilities? How can individuals and families help establish, maintain, and support needed community agencies?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to resource persons such as community leaders, law enforcement officers, or health officials speak on the community responsibilities of families. What are the responsibilities of each individual in the community? Compile a list of citizenship responsibilities. Discuss the implications for individuals and family members.
	Determine how attitudes are molded in respect to community services and institutions. How do these attitudes influence the well-being of the community? Identify positive and negative influences that the family has on the community.
	Recall specific derogatory remarks you have heard adults make about employees in community institutions and services. Relate the comments to the formation of young persons' attitudes.
	Role play ways parents can instill constructive or destructive attitudes in children toward community institutions and/or services, such as police, church, voting, school. How will these attitudes affect relationships between the community and the family?
	Poll adults to determine citizenship priorities. How can teenagers prepare themselves for their responsibilities as a citizen?
	Collect newspaper articles illustrating ways families have affected the community. Does society have something at stake in marriage? Give examples. What is the relationship of stable marriages to a stable community?
	Study resources to determine the extent to which institutions are taking over family functions. Debate the pros and cons of institutional involvement in family affairs.
	Debate advantages of the community providing services for the family vs. advantages of the family providing their own services.
2. Culture and the family a. Effects of culture on the family	Identify various cultures within your community. Discuss the origin of the different cultures.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Listen as an adult of a different culture visits the class and prepares foods from that culture. Ask the guest to tell about the culture. How does this culture involve various family members in its traditions?

Read a current magazine or newspaper article or watch a TV program which depicts a culture different from your own. Share your observations with the class.

Choose a significant event or tradition in most cultures (birth of a child, a death, marriage). Study about the celebration of the event in different cultures. Write a paper summarizing your findings.

Attend a cultural event or participate in a cultural tradition in your community. Find out about the history of the event or tradition. Who participates? What are the roles of the participants?

Participate in a culture fair. Plan and develop bulletin boards and exhibits of items representative of various cultures. If possible, serve foods representative of the cultures included. [NOTE TO TEACHER: This might be used as an FHA project.]

Discuss ways in which people from different cultures are often stereotyped. What influence could this stereotyping have upon the family and the community? How are cultural backgrounds depicted in TV productions? Are they stereotyped?

Show ways to promote understanding of individuals from a different cultural group, such as sharing views of life, defining terminology, and sharing experiences.

Listen to a resource person discuss family patterns and structures in another culture. Discuss the subtle influences of culture on one's viewpoint.

Prepare a family tree for your family. Research and diagram the historical lineage of your family. What cultures are in your background? Have they influenced your family? How?

Write a paragraph expressing your views on why America is called the "Melting Pot of the World." Share and compare your ideas with the class. Some people refer to the United States as a "salad" rather than a "melting pot." Why would they call it a "salad"?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Family contributions to preservation of culture	Use a dictionary to define *acculturation.* What pressures are exerted on families to adopt customs of the major cultural group in an area? Name one custom in your family or cultural group that is of real value to you. How would you feel if it were taken away? Why is it so important to you? Explain why customs are so important to families. What purpose do customs serve? Describe ways your family has transmitted its cultural background to you. Express your feelings through discussion. Recall and describe families you know whose traditions differ from those of your family. What food customs does the family observe? What holidays do the family celebrate? Do furnishings in the family's home exhibit their cultural background? Listen to a resource person explain how traditions and customs have been preserved within the person's family. How do you decide which customs to discard? Examine the cultural groups in your community. Investigate and list some of the values held by members of each of these cultural groups. How are they alike and different? Which cultures are considered minorities? Which is the majority culture? Discuss what happens in a family when the values of their culture conflict with the values of the majority culture. Give examples of possible conflicts. How can the family preserve their inherited culture and at the same time function successfully in the majority culture? Discuss as a class how the influence of some cultural groups have begun to weaken. What controls on an individual does the family's culture make? What pressures in American society "homogenize" the cultures in the United States?
3. Law and the family	Define *family law.* What topics does family law deal with? How are family laws made? What agencies administer family law? What roles do courts play in applying family laws? What role does public opinion play in the passing and implementation of public law? How does the Supreme Court "make laws" through its decisions? [NOTE TO TEACHER: A transparency on the areas of family law is on p. 393.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a teacher or lawyer describe basic legal terms and concepts, such as *due process, equal protection,* and *states rights* vs. *constitutional rights.*
	Listen to a legislator from your locale or a teacher describe how laws are made. How can individuals and groups make their opinions known to legislators?
	Write to your state bar association to obtain current information about family law. Ask for information about laws on birth control, marriage, divorce, parent custody, rights of juveniles.
	Read state and national legislative reports on recent discussion of matters of family law. What issues are being discussed?
	Interview a lawyer or family counselor about recent legislation in family law. What changes have occurred in family law in the past few years? Why? Does a family have any rights *as a family*?
	Discuss the pros and cons of recent changes in family laws, such as common-law marriages, marriage age and requirements. What effects does family-oriented legislation have on individuals and families?
a. Birth control	Study references to identify laws related to birth control. Does your state guarantee the right to regulate use of contraceptives? What rights do individuals have to contraceptive information? What laws relate to artificial insemination? Genetic screening? Sexual dysfunctions? What laws affect a woman's right to an abortion? Do juveniles need parental consent to use contraceptives or obtain an abortion? On what constitutional rights are these laws based?
b. Paternity action	Study references to identify laws in your state related to establishing a child's paternity. What actions may be taken to establish paternity? What role do courts play in determining paternity? How are child support obligations established? How long do child support obligations continue?
	Listen to a speaker from child welfare, or the district or county attorney's office describe the determination of paternity and child support obligations. Ask questions to clarify points which are unclear to you.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Marriage	Study references to identify the marriage requirements in your state. What requirements must be met to obtain a marriage license? What requirements must be met by the marriage ceremony? Under what conditions may a marriage be declared void? What persons are not permitted to marry in your state? Under what conditions may a person remarry? Listen as a lawyer speaks to the class on marriage licensing, age, blood test, prohibited relationships, and the marriage officiate. Make note of the various guidelines given by the lawyer. Use a dictionary or references on family living to find a definition of *monogamy* and *polygamy*. Explain how the two terms differ. Which is permitted in the United States? Write a research paper on one of the following legal topics related to marriage: common law, cohabitation, marriage (license, age, kinship, incest, physical exam, waiting period, racial and religious intermarriage, ceremony), mental competence, name change, prohibited relationships, support of spouse, rights of wives, remarriage, bigamy, adultery. What is your opinion on the topic? Support with facts.
d. Termination of marriage	Identify the four ways marriage may be terminated: annulment, legal separation, divorce, and death. How do the first three differ? Brainstorm to identify the possible legal aspects of each. Study references to identify divorce laws in your state. What procedures are followed under a fault approach? Under a no-fault approach? What grounds are considered sufficient for granting a divorce? How are decisions regarding property division, alimony, child support, and child custody made? What input are children allowed in child custody cases? Listen as a lawyer, judge, or divorced person speaks on the costs and complications of a divorce. Summarize these in a paragraph. Write a research paper on one of the following legal topics related to the termination of a marriage: annulment, legal separation, divorce (grounds, procedures, costs, restoration of name, child custody, child support, visitation rights, alimony), death (burial regulations, insurance, Social Security, inheritance, wills).

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
e. Juvenile court procedures	Write a paper summarizing your legal rights as a juvenile. How can you act to protect your own rights? What are your legal responsibilities?
	Check references to identify ways young people can be involved in juvenile court procedures. Under what conditions may the state request custody of children? What actions of youth may result in their being sent to juvenile court?
	Listen to a juvenile officer of the police or sheriff's department, a juvenile probation officer, a social worker, or a juvenile court intake worker or lawyer describe juvenile court procedures. How are the young person's constitutional rights protected? What is the purpose of the juvenile procedure? What alternatives may be followed if the juvenile is found delinquent?
	Listen to a juvenile probation officer or social worker describe his or her role in supervising juvenile delinquents. What are the responsibilities of the officer? Of the juvenile's parents? Of the juvenile's foster parents? Of the juvenile?
	Debate one of the following topics: "Parents have a duty to support their children." "Parents should be able to punish their children physically." "Children should obey their parents." "If a student suspects that a friend is being physically abused by his/her parents or other adults, the student should report it." "Parents have a right to their children's earnings." Work with a partner. One person should speak for the statement (pro) and the other should speak against (con). Spend five minutes preparing and two minutes presenting your side.
	Write a research paper on one of the following legal topics related to children: birth certificates, legitimacy, child abuse, stepchildren, abortion, child support, obtaining medical advice without parental consent, runaway children, earnings of a child, medical care for a child.
	Work in groups to solve case study problems related to family law. Identify the laws related to each case. Identify each person's rights and responsibilities in each case. What is the court's responsibilities in each case?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Take a field trip to a local court in session. Write a paper identifying the type case, the facts of the case, and the laws involved. If you were the judge or jury, how would you decide the case? Debate a local ordinance, state or national law which is of current interest. What is the present law? What changes are proposed? What are the pros and cons of the proposed changes? Organize a workshop on family law to be held for students and adults in your community. Invite speakers to discuss various aspects of family law. Include sessions to allow adults, students, and legal experts to exchange ideas and opinions. [NOTE TO TEACHER: The workshop could be planned as an FHA activity.]
4. Impact of change on the family a. Psychological change	List causes for the psychological stresses that families and individuals experience as a result of social technological, and ecological change. Examples: mobility, changing roles of men and women, pressures for economic success, changing moral and traditional structure, etc. [NOTE TO TEACHER: The transparency, "Impact of Change on the Family," has some ideas. (See p. 394.)] Draw a cartoon to illustrate social changes in your family's life that have caused a change in lifestyle. Explain your cartoon to other class members. Read newspapers and collect articles relating to social change. Summarize your article, pointing out the changes to other class members. How does social change result in psychological change? Write a case study describing a social change that has had a big impact on the family's lifestyle. Describe the problems involved and which family members were affected most. Write a "letter to the editor" of your school or local newspaper. Describe a particular social change that has taken place in your community. Explain the impact it has had on your community.
b. Technological change	View a film on ways technological change affects the family. What factors affect change upon the individual or family? How does perception of change influence the family's ability to cope with change?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read resource material to determine some of the technological changes occurring today. Discuss as a class how these changes might cause a change in lifestyle for families.
	Discuss the effect of the following current technological advancement on the family: industrialization and urbanization, mobility, labor-saving devices, computerization, mass media, space and medical achievements.
	Discuss as a class which geographical areas have experienced the most change in technology. Why would families in these areas be more affected?
	Consider ways technological change has affected your family. What determines the effect of change upon each individual in the family? Point out the advantages and disadvantages that have resulted from the change. Consult other family members for their opinions. Chart the advantages and disadvantages and share them with other class members.
	Cite recent technological changes. Compare them to technological changes since the Civil War. How do you account for the tremendous acceleration of change during the past 20 years?
c. Ecological change	Study resource books, newspaper articles, or magazine articles to identify one of the most current ecological changes. Share your findings with the class. Make a class list of the changes identified.
	Discuss the ecological changes taking place today. List the major changes families encounter as a result of these changes.
	Divide into buzz groups to discuss the following questions: In what ways might ecological changes cause personal values to change? How can ecological problems cause changes in family lifestyle and size? How can increased education help families to adapt to ecological changes? Draw conclusions.
d. Adaptation to change	Report orally on a change you have made because of social, technological, or ecological changes. How did your family adapt to this change?

Identify constructive ways to adapt to change. Relate the ability to cope with change to a general ability to cope with ordinary family adjustment problems. Discuss.

View the transparency, "How to Deal with Change." (See p. 395.) Discuss.

Divide into small groups. Develop and present a comical skit or play illustrating ways to adapt to change.

Read case studies which illustrate people who have had to make changes. Identify problems or complications experienced while adapting to the changes. Propose ways that adaptation to the changes could have been made more easily. [NOTE TO TEACHER: Case studies might include such topics as a woman returning to the job market, a family with reversed wife-husband roles, a major move, change to a simpler lifestyle from highly urbanized situation, a family living near a nuclear waste site.]

Read a book such as *Future Shock* by Alvin Toffler to learn about possible implications of change for the family. Suggest ways individuals and families can cope with the stress caused by change.

COMPETENCY: *Ability to distinguish characteristics of each stage of the family life cycle*

TERMINAL PERFORMANCE OBJECTIVES: *Outline functions of the family at each stage of the family life cycle.*

Point out possible adjustments, problems, and rewards at each stage of the family life cycle.

Examine support systems and services available to the family at each stage of the family life cycle.

CONCEPTS

V. Completing the Family Life Cycle

LEARNING AND EVALUATION EXPERIENCES

Review transparencies depicting the family life cycle. (See pp. 368-374.) Identify the stages in the family life cycle. What are the characteristics of each stage?

Prepare a bulletin board titled "Family Life Cycle." Find pictures that depict each stage of the family life cycle. Add new pictures as each stage is studied.

Collect cartoons or comic strips showing families at different stages of the family life cycle. Group the cartoons by the stages in the family life cycle. Use the cartoons to prepare bulletin boards depicting each stage in the family life cycle as it is studied. Identify situations in which families may be in more than one stage of the family life cycle at a given time.

Determine which stage or stages your family is in at this time. Write a paragraph explaining your conclusion.

Brainstorm to identify changes that take place in the family during the life cycle. Discuss ways the changes may alter family relationships and responsibilities.

Listen to a marriage counselor describe problems which may occur in families who are unprepared for change during the life cycle. What steps can families take to prepare for anticipated changes?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Developing stage 1. Characteristics	Discuss characteristics of the family in the developing stage. How old are the children? Where may working adults be in their careers? What income is characteristic? What type housing does the family need? Listen to a panel of adults discuss tasks, responsibilities, and decisions common to families at this stage. List the decisions named. How do parents' responsibilities for physical care and development of their children change as the children grow older? How do routines change? On what basis are tasks divided? How do housing, food, clothing, and health care needs change? What effect do these changes have on the family budget? How does the guidance parents provide their children change? How can parents encourage increasing independence and responsibility in their children? How can parents show love and acceptance to older children and teenagers? What responsibilities do adults have for developing and maintaining the family unit? What problems may occur during this period? Develop a questionnaire for interviewing family members in the developing stage of the family life Identify the demands on family resources at this stage. What are the most time-consuming aspects of family life at this stage? How are homemaking tasks and responsibilities divided among members of the family? On what basis are tasks divided? In what outside activities do family members participate regularly? How much time is spent on these activities? Summarize characteristics of the family during the developing stage. What are the family's major expenses, housing needs, financial adjustments, responsibilities, and developmental tasks? How is this stage similar to earlier stages? How is it different?
2. Adjustments, problems, and rewards	Identify at least five adjustments that a family at the developing stage might have to make. Rank the adjustments as to their importance. How would each affect the other family members? Find pictures showing areas of adjustment typical of families at this stage. Write captions explaining each picture. Share your pictures and captions with the class.

Point out ways that values, goals, and standards may change through the developing stages of the family life cycle. Describe ways your own values, goals, and standards have changed.

Role play situations that portray teenagers and their increased desire for independence. Discuss ways you have been taught to be independent. What additional independence do you desire? What problems does this present?

Write a description of a possible conflict between adults and teenagers. Place the description in a box as a basis for role play.

Discuss the role of communication in making adjustments during the teenage years. How can a lack of communication cause problems between parents and their children? Between children?

Work in small buzz groups to discuss the barriers known to hamper good communication. Suggest possible ways to improve communication between older children, teenagers, and their parents.

Role play problem situations in the family in the developing stage. Examples: an older sibling moves away from home and returns to find the younger sibling has "taken over" their formerly shared room; a teenager is dating someone the parents don't approve of; a teenager has been using drugs and the parents discover this; a teenager is unpopular and the parent wants to help. How would better communication improve the situation? Repeat the role play with improved communication and discuss how the situation improves. How does communication make life in the developing stage easier?

Identify situations in which adults have shown trust or mistrust of their teenager's behavior. Show ways each could be exhibited in the situation. What are the effects of showing mistrust? What are the effects of showing trust? [NOTE TO TEACHER: Situations might include suspicion of smoking pot, drinking, having sexual relations, shoplifting, or smoking cigarettes.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Debate: "Do you think adults trust teenagers?" "How do adults show trust?" "How do adults show mistrust?" "How do teenagers earn trust?"
	Write an advice column letter which seeks help in a hypothetical situation about an emotional problem between a parent and a teenage son or daughter. Example: jealousy among siblings because of parental actions. [NOTE TO TEACHER: Collect papers and read for credibility. Type anonymously and return to class members. Each student writes an answer to the problem. Divide class into small groups to discuss. While in small groups, have students decide which situations should be discussed as a class.]
	Consult parents of older children and teenagers to find out the rewards at this stage. Make a list of these rewards to share in class. As a teenager, do you feel any rewards at this stage in your family? Discuss in class.
	Develop guidelines for making family living more rewarding during the developing stage. Compare your guidelines with those developed by a classmate. Are there similarities? Follow your guidelines and report the rewards in a paragraph.
3. Support systems and services	List sources of aid for developing families in stress, such as marriage counselors, religious institutions, lawyers, physicians, juvenile counselors, or other specific support groups. How may these resources vary from community to community? Which are available in your community?
	Work in small groups to research and give oral reports on services offered in your community, such as Big Brother/Big Sister, YWCA, YMCA, Family Service Association, religious groups, Boy's Club, Explorer Scouts, and counseling services. Include information on how to obtain these services.
	Contact one of the support systems available in your community. How could the service be of benefit to you? Outline situations or reasons you would use the service.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Launching stage	Discuss the following definition of launching: "to go forward." How does this definition relate to families? Prepare a bulletin board illustrating reasons for leaving the family, such as marriage, desire to live on your own, job, or school.
1. Characteristics	Discuss characteristics of families in the launching stage. How old are the children? In what activities may the children be involved? What may the family's finances be? Listen to a panel of parents and young adult children discuss the launching stage of the family life cycle. How is this stage similar to and different from other stages? Summarize characteristics of the family during the launching stage of the family life cycle. Identify the family's major expenses, housing needs, financial adjustments, responsibilities, and developmental tasks. Brainstorm to clarify what responsibilities the young adult has toward the family during this stage. What responsibilities do parents have? List these responsibilities on the chalkboard. Compare the two lists. Express your views on the responsibilities parents have in this stage in a debate on the following: A parent's financial responsibilities end when a child reaches 18. Interview families in this stage to determine the decisions parents and adult children make. Examples: Whether children will further their education; who will pay for further education; whether children will leave home, marry; type and size of wedding; how wedding expenses will be met; what financial support (if any) parents will provide to help their children get started on their own.
2. Adjustments, problems, and rewards	Listen as a panel of parents in this stage speak about their adjustments, problems, and rewards. Make a chart listing both the positive and negative experiences mentioned. Listen as a panel of young adults share the adjustments they had to make in dealing with their families after launching out on their own. What adjustments are similar to those mentioned by the panel of parents?

List and discuss the responsibilities that a family needs to give to the young adult to encourage independence. How can this help the launching period be rewarding for both the parents and the young adult?

Examine one specific reason that a child might decide to leave home. Outline positive and negative experiences which might be associated with that decision. How could you and your family adjust to the situation?

List some causes of family tension during the launching stage. Discuss each cause. What could be done to relieve the tension?

Discuss how a child's marriage changes the nuclear family's structure and function. Who are the "released" family members? Who are the "recruited" family members when a child marries? How do a son-in-law, daughter-in-law, and other in-laws change the structure and function of the family?

Role play situations reflecting positive attitudes toward in-laws and other extended family members. How can constructive attitudes contribute to effective family functioning?

Discuss conflicts which may develop over the "new" behavior of released or recruited family members. How can these differences be accepted? How can conflict be avoided? How can a climate of love be maintained?

Collect cartoons and jokes which reflect negative attitudes toward in-laws or other extended family members. Summarize the destructive attitudes identified. How might these attitudes affect family interaction?

Role play a situation depicting the return of a child who has been launched and later returns to the home. Identify reasons this might happen. Discuss areas of adjustment created by the situation. Discuss possible outcomes and solutions.

Complete the following open-ended statements: I will be glad when my brother/sister leaves home so I can ________________________. By leaving home, I will be able to ____________________________ When I leave home, my parent(s) will be able to ________________. Analyze your answers to determine the rewards and problems described in each.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Ask parents in the launching stage to complete the following open-ended statements: On my child's high school graduation day, I felt ____________.
My child's graduation from technical school or college made me feel ______________________.
When my child left home, I felt ____________.
When my child married, I felt ______________.
Summarize the rewards and problems identified by the parents interviewed.

3. Support systems and services

Listen as a family or marriage counselor discusses problems which may occur in families unprepared for the changes in the launching of children. What support systems are recommended?

Research and report to the class the support systems available to families during the launching stage. Choose one of the following areas for your report: selecting a college or technical school, financing an education, planning and financing a wedding.

C. Middle years stage
   1. Characteristics

Arrive at a class consensus on what the *middle years* are, what responsibilities need to be carried out, and what decisions should be made during this stage of the life cycle.

Discuss characteristics of families in the middle years. What members make up the family? What is their financial situation likely to be? Discuss ways the maturing family differs from the developing family. Compare use of resources, careers, etc.

Express your views on middle age through discussion of the statement, "Middle age is the time in life when you are caught between responsibilities to parents and responsibilities to self, spouse, and/or children."

Describe structural changes which occur in the family during the middle years. How does the addition of in-laws and grandchildren change family interaction?

Use references on family living to define the "empty nest." Contrast through a public survey the differences in attitudes and opinions of parents in the "empty nest" phase.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview young adults whose parents are in their middle years. Then interview parents in their middle years. How do both groups perceive the changes which have taken place in their families and in their lives? Discuss differences in the parents' and adult children's views.
2. Adjustments, problems, and rewards	Write a paper describing yourself forty years from now. Describe your appearance, health, career, financial status, leisure activities, and family relationships.
	Listen to a panel of persons in their middle years discuss their problems and satisfactions. What evidences have these persons had to indicate that they are aging? How are they finding personal fulfillment? How are they preparing for their later years? How do they characterize family interaction during the middle years? How do they define maturity? What advantages does maturity offer? How would they recommend preparing for the middle years? How can the middle years be used to plan for retirement?
	Research one of the following topics related to the middle years of the family life cycle and report to the class: adjustments confronting middle-aged persons, factors contributing to satisfying family life and personal fulfillment, family responsibilities for aging parents, problems and relationships in three-generation families.
	Listen as a marriage counselor speaks to the class on problems which may confront the middle-aged person. What steps may be taken to resolve these? List the problems and solutions mentioned.
	Interview adults to learn their expectations for their middle years. What rewards do they anticipate? What problems? What strategies do they plan to use to make their middle years rewarding?
	Ask adults the following question: "What do you plan to do with your spare time after your children leave home?" Give examples of ways family members could encourage parents to develop new hobbies and interests. How can developing new hobbies and interests reduce problems and crises during the middle years?

Point out ways that young adult children can help their parents overcome feelings of uselessness and depression casued by the departure of their children.

Interview a family in which one or more adult children have returned home after living on their own. What stresses did this cause? What adjustments were necessitated? Do the adult children contribute to the family's finances? Do family members abide by any rules to ensure a satisfying relationship?

Listen as a middle-aged person at the peak of his/her career speaks on career achievements and satisfactions. How does this satisfaction enhance family life? How does a spouse or child help the middle-aged adult who feels unsuccessful?

Select newspaper articles that exemplify achievements or rewarding experiences of middle-aged adults. Design a bulletin board using the articles.

Interview persons in the middle years of the family life cycle to discover the rewards they are experiencing. Have new areas of companionship between wife and husband appeared? How has personal fulfillment increased? How has their financial status changed?

Discuss the cliché, "Life begins at 40." Determine at least five positive ideas to support this. How do you think this saying originated? Why do you think this saying originated?

Debate: "The middle years are the prime of life." What benefits are reaped during the middle years? What changes occur during this period? What stresses may occur physically, in careers, due to expenses, due to family changes, or redefined goals?

Make a list of things you can do now which would help you prepare for retirement. Why is it important to develop varied interests, hobbies, and activities throughout your life? What skills can you develop which could make it easier to live on a fixed income? To barter for things you need? Why are the middle years a good time to develop new interests?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Support systems and services	Use your local newspaper to identify opportunities for community involvement for persons in their middle years. Compile a class list. Of what value are such activities to the community? To personal fulfillment? How can family members encourage other family members to participate in community activities?
	Brainstorm to identify opportunities in your community for continuing education. Check resources for more ideas. Why might the middle years be a good time for continuing education?
	Use the telephone directory, newspapers, and college brochures to develop and categorize a list of continuing education opportunities in your community.
	Interview persons in the middle years to find out what types of continuing education opportunities they have taken advantage of. What were their reasons for participating in these activities? How can such activities contribute to personal fulfillment? To preparation for the later years?
D. Aging families and family members 1. Characteristics	Write a paragraph titled, "My Favorite Elderly Person." Discuss characteristics of the person.
	Brainstorm to list characteristics of an elderly person who has "grown old gracefully." What characteristics were developed early in life?
	View a film on aging. Could you understand the feelings of the elderly persons in the film? How can you show greater empathy for elderly persons?
	Listen to the director or occupational therapist from an extended care facility discuss the physical and social needs and characteristics of elderly persons. What needs do elderly persons have for social contact and activity? How do these affect the health and well-being of elderly persons? How can families of elderly persons in extended care facilities meet their needs?
	Study references on aging, including reports of the National Council on the Aging. Orally report at least two things you learned that you did not know before.
	Identify physical problems associated with aging. Did your list include loss of sight, hearing, taste, and smell? Did it include problems such as arthritis, loss of teeth, and loss of mobility? Do any of these problems result from or are affected by drug, alcohol, or food habits developed earlier in life?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Find pictures which illustrate the effects of the aging process. What physical changes occur as a result of aging? What disabilities may develop in the later years? How do these pictures make you feel about aging?

Participate in the following experiences to gain a better understanding of the problems of aging: Read aloud a paragraph written in very small print held at arm's length. Report what you hear when someone reads a news article to you in a soft whisper. Tie a shoe, peel an orange, button a shirt, sew on a button, or play a card game with wood sticks taped to your fingers. Try to eat a caramel or a raw apple without using your teeth. Try to reach a ringing telephone across the room by the third ring while taking six-inch steps. Discuss the difficulty of performing these tasks. Identify the physical disability each represents. How did these experiences make you feel?

Use library resources to obtain the following information about persons over 65 in the United States: average income; percentage receiving Social Security, welfare payments, food stamps, or living below the poverty level. Share your findings with the class.

Listen to a panel of single and married retired persons discuss their lifestyles. Which living costs increase during the later years? Which decrease? How do these persons use their increased leisure time? How has division of labor in the family changed as a result of retirement?

Check the newspaper and other resources in your community to find out what elderly persons are doing in your community. Name organizations and activities in which they are involved. Are some specifically for elderly persons?

Role play scenes showing both the positive and negative aspects of aging. How could circumstances or attitudes be changed to deter negative aspects? Role play the negative scenes again, trying to make the situation more positive.

Brainstorm to identify the tasks, responsibilities, and decisions of aging families and family members. Role play the situations discussed.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Adjustments, problems, and rewards	Listen to a panel of elderly persons who live in a variety of situations tell about themselves and what their lives are like. [NOTE TO TEACHER: The panel should include elderly persons who live in their own home, a retirement facility, an extended family, etc.] What problems have they encountered? What rewards have they received? How has the aging process affected them? How are they finding personal fulfillment? How would they characterize family interaction in the later years? How do they define maturity? What are the advantages of maturity? How would they recommend preparing for the later years? View a film or filmstrip depicting the later years of life. Summarize the challenges and opportunities during this period. Discuss the pleasures and problems of the aging family in our society. Ask an elderly person to identify the pleasures and problems of the aging family in our society. Point out similarities and differences in the responses. Make a list of problems related to retirement adjustment. Compare your list with those of classmates'. Combine the lists. Submit the combined list to older persons for ranking. What did older persons see as their greatest problem? Work in two large groups to identify advantages and disadvantages of retirement. One group will point out the advantages of retirement while the other group points out the disadvantages of retirement. What could be done to make retirement more advantageous? Watch several elderly persons demonstrate their favorite hobbies and activities. Were these interests developed before or after retirement? Develop a list of activities or interests you could pursue now that would help ensure satisfaction during your later years. How can family members encourage elderly persons to take up new hobbies or skills? Discuss ways that elderly persons in the community could volunteer their services. Examples: American Red Cross, Salvation Army, convalescent centers, community centers, or Altrusa Language Banks. How could volunteer work benefit the older volunteer?

Discuss ways social changes have affected the relationship between aging parents and their adult offspring.

Collect stories about persons in their later years. What problems did they face? What responsibilities did their children take? What responsibilities do aging parents have for their children?

Interview adults to learn ways they helped or are helping their parents adjust to retirement. Did they encourage development of new interests? Did they provide emotinoal support and reinforcement as their parents adjusted to new lifestyles?

Discuss the statement, "The daughters in the family will take physical care of the elderly parents while the sons offer financial support." How has this concept changed as a result of the increased number of working women? Changing attitudes toward family roles? Increased mobility?

Ask an elderly person to tell you about his or her children or grandchildren. How often does the person see the children or grandchildren? What kinds of activities have they shared? Does the person like to make or buy things for the children or grandchildren? What pleasures and problems does the person associate with children or grandchildren?

Discuss acceptable and unacceptable ways grandparents may provide input regarding the rearing of grandchildren. When might a grandparent be justified in giving advice? When might a grandparent's advice be inappropriate?

Listen to a Social Security representative discuss retirement benefits. Why do retired persons usually need additional sources of income? How can younger persons plan ahead for retirement?

Compare Social Security benefits with the actual cost of living. Interview retired persons to find out how they make up the difference. Share your findings with the class.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Research and report to the class the problems created by lack of money during the later years of life, such as malnutrition, inadequate housing and facilities, immobility, pursuit of interests and hobbies, and inability to pay for the rising costs of health care. Develop a plan for making one of the problems less serious.

Listen to a physician or nursing home administrator describe health care needs of the elderly. What recommendations did the speaker make for health care of elderly persons? What resources are available to help elderly persons pay for health and physical care? How may increased dependence affect elderly persons?

Interview five elderly persons to learn what problems they have had in finding or adapting housing to meet their needs. Study references to learn more about the housing needs of the elderly. Then, based on the interviews and your reading, make 10 recommendations for housing appropriate for elderly persons.

Study classified advertisements in the newspaper and advertisements in the telephone directory to find out if any housing available in your community has been adapted to meet the needs of elderly persons. If possible, visit or view pictures of housing suitable for elderly persons.

Listen to a nursing home director speak to the class concerning the physiological problems that are associated with old age and the emotional problems that accompany them. How does the nursing home try to help with these problems?

Listen to a dietitian or nurse describe factors which affect elderly persons' eating habits. What are the nutritional needs of elderly persons? How may health problems and physical disabilities contribute to eating problems for elderly persons? What community services are available to help meet the nutritional needs of elderly persons?

Brainstorm to identify tasks elderly persons you know have difficulty performing. What type of assistance may be needed? Are mechanical aids available? Is another person's help needed?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study medical supply catalogs to identify special equipment available to assist persons with physical limitations meet their personal needs and perform various tasks.
	Interview five elderly persons to identify problems they have in finding clothing. What physical problems which created special clothing needs did each person have? What types of garments did the person you interviewed feel were easiest to manipulate and care for? Are these types of garments hard to find in stores? How does difficulty in manipulating garments make you feel?
	Bring samples of garments appropriate for the elderly to class. Discuss the features of each garment. Make a display of garments appropriate for the elderly.
	Choose one of the following for a FHA/HERO Impact project: adopt a grandparent, have a monthly birthday party for persons in a nursing home, have a "generation gap" social, voluntarily work with elderly people. How did your experiences affect your feelings toward elderly persons? How did the elderly persons respond? How did the activities help to meet the social needs of the elderly persons?
	Listen to a panel of widows and widowers discuss problems they have encountered as a result of losing their spouses. What adjustments were necessary? What emotions did these persons experience? What effect did the loss of their spouses have on relationships with friends and family? Would these persons consider remarriage? Why?
	Interview persons who have remarried during their later years. What factors lead to their remarriage? How did their families react? What rewards and problems have the couple had as a result of their marriage?
	Select one issue related to aging. Use resources to examine the issue in-depth. Report your findings to the class. Summarize by identifying positive strategies for coping with aging.
3. Support systems and services	Study your local telephone directory or community directory to identify organizations and agencies which serve elderly persons. Ask several elderly persons you know which of these services they use.

Listen to a representative of an organization or agency servicing elderly persons describe services offered, number of persons served, eligibility requirements, and cost (if any).

Visit an extended care facility. Note the physical setting, services provided, and social interaction between residents. Do you feel the needs of the residents were being met? Could the residents' needs have been met in a private home? Do you feel that extended care facilities are needed? Desirable? Are there alternatives?

Contact the director of a local program (Meals on Wheels, Home Repair, etc.) for the elderly person. Find out how volunteers can help. [NOTE TO TEACHER; This could be an FHA/HERO project.]

COMPETENCY: *Ability to manage family problems and crises*

TERMINAL PERFORMANCE OBJECTIVES: *Identify crises which a family may face.*

Examine methods and resources for preventing crises.

Analyze family problems and crises.

Analyze approaches for coping with family problems and crises.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VI. Managing Family Problems and Crises A. Crises 1. Definition of crises	Use a dictionary or references to define *crisis.* Relate the definition to its meaning for the family–anything which disrupts normal family functioning. How do the following factors help the family to define a crisis? Hardships, resources, family attitudes. [NOTE TO TEACHER: A transparency, "Crises: An Overview" is on page 401.]
	View a transparency on the classification of family crises. (See p. 400.) Are all families affected by these crises? Why or why not?
	Listen as a psychologist, sociologist, or other resource person speaks on crises in the family. Summarize the presentation in a paragraph.
	View the transparency, "Family Crises: Pregnancy and Childbirth" on p. 429. List all the other crises that might occur in a family. What changes bring about crises in the family?
	Discuss reasons the following events might be a crisis in one family and not in another: job loss, transfer to another city. Is it possible for a family to be crisis-prone? Do you know a family which seems to suffer more than its share of crises? Why?
2. Prevention of crises	Identify resources in your community that help people gain a better understanding of how to prevent family crises. Examples: defensive driving classes to help prevent accidents, counseling services to help prevent divorce.
	Determine ways that a family crisis may promote community action to prevent other crises. For example: the drowning of a child may result in instituting a lifeguard; an accident may result in a traffic light at a school crossing; a rabies incident may result in city-wide vaccination of pets.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Choose one family crisis that interests you. Develop guidelines for preventing that crisis from occurring in your family. Can other families use the same guidelines? Why or why not?
3. Coping with crises	Study resources to identify skills needed for coping with crises. Share your findings with the class. How does coping with a crisis differ from preventing it? View a transparency on handling family problems and crises. (See p. 402.)
	Discuss the typical pattern with which a family copes with a crisis: (1) disbelief, (2) disorganization, (3) resolution. Give examples to illustrate.
	Read a case situation about a family crisis. Point out the steps by which the family dealt with the crisis. How did family members show their disbelief? What evidence of family disorganization did you note? At what point did the family begin to work together to resolve the crisis? What positive actions did they take? What resources did they use?
	Discuss ways each of the following techniques can aid in coping with a crisis: (1) organize; (2) keep active; (3) work together; (4) put anger to work. How can those feelings help in everyday life as well as crisis situations?
	Brainstorm to identify your personal resources which could help you cope with a crisis. How can your mental resources help you withstand external pressures? What role does courage play in a crisis?
	Discuss factors which can help a family cope with crisis. How can physical health enable you to meet the demands of a crisis? How can good family relationships make a crisis easier to cope with? Why is the ability to adapt to change important in a crisis? How can financial preparation for savings and insurance prevent or make easier a family crisis? How may family roles change during a crisis? How can children help a family weather a crisis? How can decision-making and management skills aid in coping? How can analyzing and changing your attitude aid in coping? Why is it important to accept the reality of crisis? Discuss the importance of "changing what you can and accepting what you can't" in coping with a crisis.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Find a story which illustrates that people can demonstrate unusual physical strength during a crisis. Share the story with the class. What is the physiological explanation for this ability? How does this knowledge make facing a crisis easier? [NOTE TO TEACHER: A good source for such stories is *Reader's Digest.*]
	Develop a bulletin board titled, "Coping with Crises." Identify techniques and resources for coping with crises.
	Develop a "Directory of Community Resources for Families in Crisis." Include information such as the type of crisis; name, address and phone number of each organization; name of contact person; services offered; cost, if any.
	Work in groups to contact resources in your community which help individuals and families in a particular type of crisis. Present an oral report of your findings. Use slides, graphs, tapes, or other audiovisual aids.
	Choose a specific crisis. Examples: loss of job, death of a parent, a serious injury. Analyze the skills and resources you would need to cope with the crisis. [NOTE TO TEACHER: A transparency on family crises students might face is on p. 396.] Could you cope? How?
B. Types of problems and crises 1. Employment a. Loss	Read articles or books about unemployment. Give an oral report to the class analyzing the effect of unemployment on the general welfare of the community. What can be done to alleviate the problem?
	Check references to identify possible reactions to unemployment. Why may some persons turn to alcohol? Abandon their families? Live on welfare? Consider suicide? How do positive attitudes help weather the crisis of unemployment? How can a family help the unemployed member(s)?
	List on the chalkboard negative methods of dealing with unemployment. Examples: (1) suicide, (2) alcohol, (3) desertion, (4) welfare. Summarize by showing how these strategies create additional problems.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES

Interview adults in your family to find out what would happen if a worker in your family became unemployed. What sources of help would be available? How could family members support the unemployed person psychologically? Why should family members work together to make these decisions?

View a transparency, "Family Crises: Financial Problems." (See p. 397.) Discuss how these financial problems are related to loss of employment.

Outline the steps for meeting financial obligations during a period of unemployment. [NOTE TO TEACHER: The steps should include (1) identify financial obligations; (2) identify financial resources; (3) make a family budget; (4) talk to creditors; (5) involve all family members in efforts to cut spending and increase income.]

Plan a display or bulletin board using a "first aid kit" for families facing the problem of unemployment. Include positive suggestions, such as: (1) Retrain or take further education. (2) Have entire family work on financial problem. (3) Talk to creditors.

Make a list of resources in your community which help the unemployed. Discuss the functions of each. Who is served by these services? Is there a fee?

Develop a list of strategies for the unemployed relating to financial survival, emotional survival, and job hunting. Use resources as an aid in developing the strategies. For additional suggestions interview persons who have survived a period of unemployment. Share your list with the class.

Work with your family to develop a workable plan for dealing with the financial aspects of unemployment. What financial resources would your family have? What financial obligations would continue? What strategies would you use?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Change	Brainstom to identify reasons people change jobs. Separate the negative and positive reasons and discuss each.
	Survey attitudes adults have about new jobs and the changes involved with them at various stages in life. Discuss the attitudes expressed.
	Write a fictional story about the decisions involved in accepting another employment position in another state/location. Identify the necessary adjustments of family members.
2. Relocation a. Problems	Conduct a school poll to find out the number of times families or individuals have moved and the problems they encountered. Make a list of all the problems.
	Read a story about a family that has relocated. Identify the decisions the family had to make. Did you agree with their decisions? Explain how you might have acted differently.
	Outline the advantages and disadvantages of moving frequently. Then, divide into two groups and debate: "Frequent moves are harmful to family stability." How does attitude affect whether relocating is a positive or negative experience? How can conflict be resolved if family members' attitudes about the move differ?
b. Rewards	Share a personal experience about moving with the class. Give examples of rewards that you experienced as a result of the move. Make a class list of all the rewards mentioned.
	Analyze a negative moving experience that a class member has encountered. Determine how the experience could have been more positive.
	Develop ideas for involving family members in activities related to moving, and selecting a new home and a new school. Discuss your ideas. How could your ideas help to make moving a rewarding experience?
3. Inability to achieve desired lifestyle a. Dissatisfaction	Complete the sentence, "The type of lifestyle I want is ______________________________." Share your response with other class members. Why do you want that type of lifestyle?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify dissatisfactions with lifestyle a person may experience. Examples: low income, low career status, childlessness, failure to marry. Discuss problems dissatisfied individuals may face in each situation. Identify adjustments the person might make.
	Use case studies involving people who have not achieved their desired lifestyles. Analyze the case studies to determine how the problems were dealt with.
	Discuss as a class how your philosophy of life affects the ability or inability to cope with the inability to achieve a desired lifestyle. How does your philosophy affect the type of lifestyle you lead or desire to lead? What other things affect the lifestyle you lead?
	Complete the statement, "If I cannot achieve the type of lifestyle I want, I will ________________________." Listen as your teacher reads some of the responses. Discuss alternatives presented. Why is it difficult to predict your reactions?
b. Resources	Identify basic needs that are difficult to meet when too little money is available. Brainstorm to identify ways to provide food, clothing, and shelter on a limited budget. How can a family provide medical care when its budget is extremely limited?
	Listen to a welfare worker describe assistance programs available to families and individuals. What benefits are available? What are eligibility requirements? How long do benefits last?
	Identify the mental, physical, social, and financial resources available to help families. Make a list and display.
4. Marital stress, separation, and divorce	View a transparency on marriage vs. divorce. (See p. 430.) Brainstorm to list causes of divorce.
a. Causes of divorce	Listen to a panel discussion marital stress, causes of divorce, divorce laws, post-divorce stress, problems related to remarriage.
	Locate statistics on divorces in the United States. What percentage of marriages end in divorce? In what state is the divorce rate highest? Lowest? What factors dealing with the financial aspects of unemployment. What financial resources would your family have? What financial obligations would continue? What strategies would you use?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen as a lawyer, minister, and/or marriage counselor describes the characteristics of people who divorce. What led the speakers to their conclusions?
	Read books and research on the characteristics of people who file for divorce. Make a list of common traits and report your findings to the class. Do you know divorced couples who fit this description?
	Identify sources of marital dissatisfaction which may lead to divorce. [NOTE TO TEACHER: One research study listed the following sources of marital dissatisfaction leading to divorce, in order of frequency, as: physical abuse, verbal abuse, financial problems, drinking, neglect of home or children, mental cruelty, in-law trouble, excessive demands, infidelity, sexual incompatibility, lack of love.]
	Locate and analyze a case study about divorce. Develop a chart listing reasons the couple gave for the divorce, factors contributing to the divorce, problems faced by the persons involved. Share your case study and the chart with the class. Discuss the similarities and differences among the cases presented.
	Identify situations other than divorce which may cause family separation. Examples: job requiring extensive travel; school; confinement in hospital, nursing home, or a mental institution; war. How might each of these separations affect family members? How might each separation be resolved?
b. Types of divorce	Work in groups to investigate various types of divorce. Use classroom and library resources and interviews to obtain the information. [NOTE TO TEACHER: The types are no-fault and adversary.]
	Plan a bulletin board illustrating the types of divorce. Below each type, give a brief definition; list legal aspects and conditions. Discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Choose one type of divorce. Determine the specific emotional problems and other problems characteristic to that type of divorce.
c. Legal aspects of divorce	Listen to a family lawyer, marriage counselor, or family court judge discuss the legal aspects of divorce. List the aspects presented.
	Research the divorce regulations in your state. Construct a chart illustrating the regulations.
	Plan a bulletin board titled: "Breaking the Links." Collect a series of pictures of items of property involved in a divorce, such as a home, a car, furniture, and children. How are property and custody settlements made?
	Take a field trip to a family court to observe divorce procedures and/or child custody cases. Observe reasons the divorce was sought, the effect on the children, who is given custody of children and why, and terms of financial settlements. Summarize your observations in a paragraph. How did you feel about the situation?
	Investigate the cost of divorce by contacting a judge, lawyer, recently divorced couple, or your local social services office. Report your findings to the class. How does the cost vary with the type of divorce? What other factors cause the cost to vary?
d. Effects on family members	Discuss the three aspects of divorce: (1) emotional, (2) physical, and (3) legal. What occurs at each stage? What feelings are typical at each stage? Why may it be difficult to accept the consequences of divorce? What emotions may people go through after a divorce?
	View a transparency on problems associated with divorce. (See p. 404.) How does divorce affect family relationships? What effect does it have on pride? Self-concept? How does it affect lifestyles? Routines? Social relationships? Finances? Are the effects the same for men and women? Why? How might the problems caused by divorce be different in each stage of the family life cycle? How is the extended family affected?

Write a paper on your personal observations of divorce. How did the divorce(s) you described affect family members?

Interview one or more divorced persons to learn what types of adjustments must be made after divorce. Examples: managing finances, renewing self-confidence, developing new social contacts. Discuss successful ways to make these adjustments in class. [NOTE TO TEACHER: A transparency on reestablishing self as a single person is on p. 405.]

Listen as a representative from Parents Without Partners, Inc., or a minister or marriage counselor speaks on divorce. Ask questions of the speaker, such as "What are the problems of divorced parents?" "What type of counseling is suggested for families experiencing divorce?" "What recommendations would you give for preventing a crisis after the divorce? "What procedures are recommended for handling the crisis?"

Discuss what it is like for children to live in a broken home. Have you lived in a broken home? Have some of your friends? What percentage of children live in a single-parent or recycled family? How may children feel about the absent parent? About the parent they live with? Why do children sometimes feel they are to blame for the divorce? How can parents help to prevent this? Can a divorce be good for the children? How may children feel when a parent starts dating again? Marries again? What can be done to encourage good relationships with stepparents?

Write a paper summarizing the effects of divorce on children. Propose ways to help children cope with divorce. How can the extended family help relieve the stress of divorce?

Discuss the meaning of the term *recycled family*. What percent of divorced persons remarry? Who makes up recycled families? Describe the relationships possible for children in recycled families.

Discuss the following: Do you believe young people are justified in resenting the remarriage of a divorced or widowed parent? What do you think causes the resentment? How can the natural parent, as well as the stepparent, help to eliminate this resentment?

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Interview persons who have remarried. Cite problems their recycled families face in the areas of finances, emotional pressures, discipline of children, changing family patterns, etc.

Work in groups to research problems involved in remarrying and recycling families. Investigate problems of finances, discipline of children, and changing of family patterns. Report your findings orally in class.

5. Alcohol and drug abuse
   a. Effects on family members

View a transparency, "Family Crises: Problems With Adolescents." (See p. 396.) Discuss the fears parents have in regard to their children. Name the types of family crises directly involved with children.

View a transparency on alcoholism. (See p. 406.) Define the term *alcoholic*. What causes a person to become an alcoholic? How does alcoholism affect families?

Study references to identify signs of alcoholism. How many of these signs does it take to be considered an alcoholic? Does a person have to exhibit any of these signs to be considered an alcoholic? What habits and attitudes are associated with the lowest and highest incidence of alcoholism?

Discuss situations which might occur in families who face the crisis of alcoholism. Examples: alcoholic mother creates scene in front of daughter's friends, alcoholic father fights when he arrives home late at night, alcoholic teenager refuses to admit drinking problem despite calls to parents from the school.

Define *drug abuse*. Identify drugs which may be abused. Are all the drugs which can be abused illegal?

Learn the scientific and slang terms used to identify drugs which are frequently abused. Which drugs are often tried first? Which are the most addictive? Which are most likely to cause physical problems, mental problems, or death from an overdose? What are the risks to unborn children when parents take drugs?

Listen as a pharmacist explains the use and misuse of over-the-counter medicine. How can a pharmacist serve as a resource person for various types of drugs? Why is it dangerous to mix some medications, foods, and alcohol? Why is it important for a physician to know all the medications a patient is taking?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in small groups to find pictures showing how taking drugs can affect the user, other family members, and other people in the community. Examples: a car wreck, a prison, scenes of being arrested. Have one group member explain the choices of pictures their group made. How can the situations portrayed lead to a family crisis?
	Discuss a situation where an adult suspects a young person of drug abuse. How can the young person be approached in a positive manner? Discuss how this could be a family crisis.
	Interview a probation officer and use current periodicals to determine the number of teenagers or young adults abusing drugs. Are they abusing the use of hard drugs or marijuana? What charges are placed on a juvenile caught with drugs or alcohol?
	Listen to a resource person who works with individuals who abuse alcohol and drugs. How does abuse of alcohol and drugs affect the family? What are probable causes of alcoholism and drug abuse? Where can families and individuals get help for these problems?
	Collect newspaper stories that deal with alcohol and drugs. Watch the news on television and keep a record on the drug/alcohol related news. Write your feelings and reactions to these stories. What type of crisis took place in each situation? How might families be affected?
	Write a paper theorizing the effects of alcohol and drug abuse on family members. What influenced your theory?
b. Community resources	Identify community resources which help families deal with alcoholism. What is required before an alcoholic can be treated successfully? What services are available to help the alcoholic? The family members of the alcoholic?
	Prepare a display or bulletin board to illustrate the resource agencies available in your community for alcohol and drug abuse. Title the bulletin board, "Help for Families with Alcoholic or Drug Abusing Members."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Contact the human resources department and ask a social worker to explain help and assistance available to families with problems related to drugs and/or alcohol. What other agencies are available in your community?
6. Crime and Delinquency a. Types	View a transparency as your teacher discusses parents who abuse their children. (See p. 407.) Discuss the types of violence which may occur in families.
	Define the terms *child abuse* and *child neglect*. Identify various forms of abuse and neglect.
	View a film or filmstrip on child abuse. What causes of child abuse were identified? What are the types of child abuse? How can adults learn to curb abusive behavior?
	Collect news stories about cases of child abuse or neglect. Who was the abuser? The abused? Were other family members aware of the situation? What brought the situation to the attention of the law? Where is the child now? What caused the child abuse or neglect? Why do abused children accept abuse? Summarize effects child abuse and neglect can have on the child. On the parent.
	Discuss situations which might occur in families who face the crisis of child abuse and neglect. Examples: day care worker questions child after noticing frequent bruises, police arrive to check complaints that children are being neglected, a mother notices that child shows increasing fear of the father and that the father strikes the child hard.
	Check references to identify ways child abuse can be prevented. How can parenting education help? How can child care facilities help? What can individual citizens, social workers, physicians, and police do to protect children from abuse and neglect? What therapy programs are available to child abusers?
	Listen to a resource person describe signs of spouse abuse, causes of abusive behavior, and sources of assistance for abused families. What should an abused person do? Where can an abused person go for help? Why do abused persons often return to their spouses? How do such situations often end? Why would someone abuse their spouse?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play a situation in which a couple's conflict ends in spouse abuse. Discuss positive and negative ways of resolving the conflict. Identify techniques which can be used to resolve conflict. How is timing related to resolving conflict?
	Listen to a resource person discuss runaway children. Why may children run away from home? How can the child's family cope with the situation? What problems may the runaway child face?
	Use resources such as the police department, public welfare bureau, and social agencies to research common causes of teenagers running away from home. Develop a list of causes. Summarize by examining possible solutions.
	Listen to a representative of the police department describe ways individuals and families can prevent criminal attack. What can you do to protect yourself and your family in your home? How can you keep from being attacked in your car? Outdoors? What organizations in your community offer classes in self-defense? Find statistics on the frequency of which individuals are the victims of criminal attacks in the United States.
	Find statistics on crimes committed in the United States last year. How many families may be affected by crime as either victims, or as relatives of the criminal?
b. Causes	Listen to a panel discussion on the causes of the increasing crime rate. [NOTE TO TEACHER: Panel members might include a police officer, attorney, probation officer, social worker, or minister.] What societal changes have influenced the increase in crime and delinquency?
	Read and analyze an article in a newspaper or magazine that describes crime or delinquency. Determine possible causes of the crime or delinquency.
	Discuss: "What contributions have the media made in increased crime and delinquency?" In what ways can the negative influence be reduced? Report an advertisement, newspaper article, or news broadcast, or TV program which illustrates the influence of media on crime.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Effects on family members	Listen to a panel of adults speak on how they would handle a situation if someone in their family were involved in crime. What kinds of feelings would they have? What other effects would this have? What changes in the family may occur?
	Watch specific TV shows on delinquents. Analyze the shows to find the following: What are the effects on other family members? How does the person committing the crime feel about the other family members? Are the shows realistic?
	Role play situations illustrating crises in which a family member has been involved in a drug arrest, shoplifting, running away, or driving while intoxicated. What are the effects of each of these on other family members? What positive action can be taken in each case?
	Research back issues of newspapers and periodicals to learn the effects a specific crime-related activity had on a person's family. Examples: Patty Hearst, John Mitchell, Lee Harvey Oswald, Billy Sol Estes, and John Hinckley.
7. Illness, handicaps, and disabilities a. Types	Brainstorm to identify types of illness, handicaps, and disabilities which may strike family members.
	Identify ways families prevent or prepare for possible health crises. How can a first aid kit help in case of an accident or sudden illness? Why is it important to post information such as emergency numbers? Poison anecdotes? What can families do to prevent accidents?
	Demonstrate or make a presentation on preparation of a first aid kit, first aid techniques, procedures for calling na ambulance, or driving a sick or injured person to the hospital. Discuss considerations to be made when a family member is handicapped. How could you adapt a house for a person with a specific handicap? Simplify tasks for a handicapped or disabled person?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify types of handicaps which children and adults may have. What can be done to correct these handicaps? To meet the needs of children with permanent handicaps? What community resources are available to help the handicapped child? The handicapped parent? Other family members?
	Make suggestions for ways your community could improve accessibility for handicapped persons. How could community organizations help to make these improvements?
	View a transparency, "Family Crisis: Mental Illness." (See p. 409.) How common is mental illness?
	Identify crises which may trigger a mental breakdown. Why do some people deal effectively with crises while others suffer a complete mental breakdown? What can be done to help prevent breakdowns?
	Listen to a resource person describe the kinds of common mental health problems and ways to recognize them. Identify steps for preventing, minimizing, or coping with mental health problems.
b. Effects on family members	View a transparency, film, or filmstrip on the effects of an acute or chronic illness on relationships within the family. (See p. 408.) How may attitudes of the person who is ill be affected? How may family members react to the illness? How can family members help the person who is ill cope?
	Read a book or article on the problems resulting when individuals or families face illnesses, handicaps, and disabilities. Suggested books: *A Step Further* by Joni Eareckson and Steve Estes, *I Ain't Well but I Sure Am Better: Mutual Need Therapy* by Jess Lair. Summarize the main points in class discussion on the nature of the problems, effects, and adjustments.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Express your feelings about illnesses and handicaps by discussing the following statement, "If you have good health, you have everything." Why is good health important? How does poor health affect other family members?
	View a transparency or listen to one or more parents of a handicapped child discuss the special challenges faced by the family. How have these challenges been met? What resources aided in meeting the challenges? What effects did the child's handicap have on other family members? [NOTE TO TEACHER: A transparency, "Family Crises: Child with Mental Retardation" is on p. 410.]
	Listen to a panel of persons who have experienced an acute or chronic illness, a handicap, or a disability in their family. What effects did the illness have on various family members? What challenges did the family face? How did the family meet these challenges? Summarize possible effects of illness.
	Study resources or interview a mental health worker to learn signs of depression. What causes depression? Who can be depressed? When is depression a serious concern? How can depression be overcome? Develop a bulletin board titled, "Beating the Blues." Illustrate techniques for overcoming depression. [NOTE TO TEACHER: Techniques for overcoming depression include: admitting your feelings, finding someone to listen, doing something you enjoy or something new, doing something you can do successfully.]
	Choose one illness or handicap that you are familiar with. Outline the positive and negative ways that it could affect other family members if one family member had the illness or handicap. Using the negative aspects you outlined, describe ways that the negatives could be turned into positives. How does a positive attitude about a handicap help other family members?
c. Role of insurance and Social Security	Listen as a representative from an insurance company, a lawyer, or a Social Security representative speaks on the role of insurance and Social Security in meeting the needs of the ill or handicapped. Note the ways that these benefits help the families of the ill or handicapped.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze case studies involving families with handicapped or ill members. Determine what financial resources the family has available to them. How could their financial obligations be met?
d. Community resources	Listen as a doctor explains what to look for in a family physician. According to the speaker, what are the credentials of a good doctor? How can you find out about a doctor's credentials?
	Ask adults how they chose their doctor. Report your findings in class.
	Develop guidelines for selecting a physician. Do the guidelines differ according to the seriousness of the illness, handicap, or sickness? Share your guidelines with other class members.
	Working in groups, investigate resources in your community which are available to help people withstand the crisis of financial responsibilities related to illness, handicaps, and disability. Examples: (a) insurance agent (disability insurance programs, salary continuation), (b) Social Security (disability benefits, benefits for minor children, medical assistance, welfare), (c) Veterans Administration (disability benefits), (d) March of Dimes, (e) Kidney Foundation, and (f) American Heart Association. Share your findings in class. Do all crises have financial implications for families?
	Contact your local Chamber of Commerce to find out what resources are available in your community for disabled family members. List all the agencies offering services.
	Examine your school and local organizations or businesses. How accessible are these to handicapped family members? Are ramps provided? Are elevators available? Are restrooms adapted to meet the needs of the handicapped? Are telephones accessible? Could all parts of the building be reached in a wheelchair? Summarize the community's responsibilities in making public buildings accessible to disabled citizens.
	Find out what resources are available in your community and area for the treatment of mental illness. How can a hospital stay be used to treat mental illness? How can counseling help? What role do drugs play in the treatment of mental illness?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Locate recent statistics on the number of suicides in the United States. Why do people commit suicide? What signs may a person give to indicate that suicide is being considered? What can you do if you, a friend, or a relative is severely depressed? What community resources are available to help someone who may be contemplating suicide?
8. Death and dying a. Impact of circumstances	Conduct a class survey to discover what contact class members have had with death. Examples: a friend, a relative, a casual acquaintance. Express your thoughts and feelings about the experience. Do you feel differently when a child dies than when an older person dies? Do you feel differently when a person dies suddenly than when a person dies following a lengthy illness? Do you feel differently when a close relative or someone you knew well dies than when a casual acquaintance or someone you know only by name dies? Does a suicide affect you differently than death by accident or natural causes?
	Debate the issue of sustaining life by the use of machines. Who has the right to make the decision whether or not to keep a person alive by a machine? What physical and emotional consequences involve the family in this situation? Why is death a medically and legally complicated issue today?
b. Physical and emotional reactions	List adjectives which make you think of death. What words and phrases do people use to soften or avoid the issue of death?
	Study references to identify possible physical and emotional reactions to death. Discuss possible sources of attitudes toward death. Can attitudes be changed?
	Express your personal feelings about death through discussion of the following question, "Have you ever been in a situation when you thought you might die?" What were your feelings during and after that experience?
	Read a novel or short story that deals with death and dying. React both orally and in writing to describe your feelings about death based on your reading.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze a poem about death. Point out the physical and emotional reactions described in the poem. Are the descriptions an adequate expression of feelings about death?
	Examine the ways that we handle death in our society. Why do we use elaborate burial services, flowers, caskets, and graves? How do these things benefit the survivors? How do they vary with religion?
	Listen to a panel discussion on death and dying. [NOTE TO TEACHER: Include such persons as a nurse, a clergyman, a gerontologist, a nursing home director, a funeral director, a hospital chaplain.] How do aging persons view death? How do your attitudes compare with those of older people? How do persons close to the dying person feel?
	Study resources and interview persons such as nurses, doctors, ministers, and counselors to learn ways friends and relatives can help someone who is dying. Why is it important to give dying persons a chance to discuss their anger, fear, or depression? How can talking with a member of the clergy help the dying person? How can survivors deal with their guilt and depression?
c. Arrangements	Examine obituaries in the local or regional newspaper. Outline the funeral arrangements that have been made. What are the similarities in arrangements? How do arrangements vary?
	Take a field trip to a funeral home, crematorium, and/or cemetery. What decisions must be made regarding funeral services and disposition of remains? What alternatives are available? How do costs vary? What meanings do people attach to these options? Why is it advantageous to make as many decisions as possible in advance? How can a person will the body or body parts to others or to research? How can you make sure that your wishes regarding dispoisition of your remains are carried out?
	Find out the range of costs for a funeral in your community. Include: location of funeral, music, flowers, grave markers, and disposal of the body. What would the total cost be for a funeral in your community? Does a more expensive funeral mean a better funeral?

Listen to an attorney discuss the provisions of laws related to death. Summarize the main points.

d. Tasks of survivors

Discuss the impact of the death of various family members at each stage of the family life cycle. Example: parent, spouse, child, sibling.

Identify the steps in the grief process: (1) denial, (2) anger, (3) bargaining, (4) depression, (5) acceptance. Why is it important for a person to go through these steps in coping with a death? In what ways may the grief process vary for different persons?

Listen as a counselor speaks to the class concerning family crises caused by death. How can a person cope with the death of a spouse? A parent? A sibling?

Read the book *Ordinary People* by Judith Guest. How did each family member react to death? Discuss all the ways in which each family member and friend was affected. What tasks did the survivors have to accomplish?

View a transparency, "Family Crises: Death of Spouse." (See p. 399.) Identify the problems faced by a person after the death of a spouse.

Listen as a widow or widower discusses the various stages of grief, physical feelings, and emotional reactions. How did the speaker cope? What tasks were involved with coping?

Work in groups to study the tasks of survivors when a death occurs. Each group will draw a situation slip from a box. Each group will outline the tasks of the survivors. Chart these tasks and share them with other class members.

Discuss ways families and friends can assist persons who are grieving over the death of a loved one.

Role play situations in which friends and relatives discuss a death. What words might be used to comfort the person? What might be inappropriate to say? How can food, visits, and invitations help the grievers?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss decisions to be made as to what should be done with personal items, such as clothes, jewelry, and miscellaneous goods. What is the role of a will in handling these decisions?
e. Role of life insurance and a will	Listen as a family lawyer discusses the procedures for writing a will. Do your parents have a will? How important is a will? What happens when there is no will? How does a will help survivors to complete after-death tasks?
	Compose your will. What considerations must you make?
	Listen as a life insurance agent speaks to the class on the different types of life insurance available and the purposes of each type. Make a list of the types and their purposes. How can life insurance help ease the financial loss of a family breadwinner? Who should be insured? How can a family decide which members to insure and the amount of insurance needed for each?
	Write a paragraph expressing your views on the following questions: "Is life insurance important?" "How can surviving family members benefit from life insurance?"
	Examine your life, and the types of life insurance. Determine what type of life insurance, if any, would best meet your needs and your family's needs at the present time. How will your needs change if you marry? Have children?
	Find out if your parents or grandparents have a pension. What is a pension? How does it help survivors?
f. Community resources	Listen as a welfare worker describes the role of the state in offering assistance for burials. Why do states offer this services? Who is eligible?
	Contact the Veterans Administration Office for pamphlets and investigate the benefits available if the deceased was a menber of the military. What services are offered?
9. Caring for the elderly person a. Alternatives available	View a transparency to gain a better understanding of the problems and needs resulting from aging and retirement. (See p. 398.) Discuss how families can assist aging members, and problems, arising from retirement.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

List possible housing alternatives for the elderly person. Make a class list of alternatives.

Take field trips to investigate the advantages and disadvantages of: (1) private home care of the elderly person, (2) retirement villages, (3) senior citizen homes, (4) convalescent homes, (5) living with children, (6) children living with the elderly person. Share findings and discuss in class.

b. Family considerations

Interview various families who have used different methods of caring for elderly parents or other relatives or friends. Compare the outcomes of each method. Are some methods better for some situations than others?

Talk with adults about the feelings they have concerning the housing for elderly adults. Have they had to help older persons find suitable housing? Share your findings in class discussion.

Write a paper describing ways your home could be adapted to meet the needs of elderly person. Did you encounter any special problems, such as a sunken living room, which would be difficult to adapt? Under what conditions might these same adaptations be needed by other members of your family?

Brainstorm to identify the advantages and disadvantages of living in an extended multigenerational family. What are the advantages of each for elderly persons? For adult children? For grandchildren? What positive and negative feelings might each have about this living arrangement? What changes might occur in a family when it adds an older family member? How could the family cope with these changes? Check references.

Debate the merits of planned retirement communities. Do you feel that elderly people are happier living together in a planned community or integrated into a community with persons of all ages? Is a community without older persons complete?

Examine the costs of living in a retirement home or village. What financial supplement is available to individuals who are over 65? What Social Security benefits are available to elderly persons? What affects the amount of benefits available?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Take a field trip to a retirement home or village. What are the emotional needs of elderly persons? How are these needs met? What frustrations do elderly persons face in adapting to institutionalized living? How can their families help to meet their emotional needs?
	Pretend that you are trying to decide what situation would be best for an older relative. What things would you consider? What justification could you give for your decision?
	Use socio-dramas and imagine that you are a marriage counselor working with a couple who are having a conflict over the care of older relatives. Discuss ways to resolve the conflict.
c. Community resources	Look through the telephone directory or community services directory to identify organizations and agencies designed to help older persons. Develop a list of available resources and types of services offered.
	Visit one of the agencies or organizations in your community that offers housing and physical care for elderly persons. How do elderly people find out about these services? Do they find the services satisfactory? What could be done to make the services even more beneficial? Report your findings to the class.
	Debate the statement, "It is the obligation of families and not communities to care for elderly persons."

COMPETENCY: *Ability to analyze career and job opportunities*

TERMINAL PERFORMANCE OBJECTIVES: *Develop interpersonal skills needed for job success.*

Examine job and career opportunities related to family living.

Examine the interrelationship of employment and home life.

CONCEPTS

VII. Relating Family Living to Career and Job Opportunity
  A. Developing interpersonal skills for job success
    1. Communication
      a. Verbal

LEARNING AND EVALUATION EXPERIENCES

Think about all the places where you communicate verbally in a day. List as many as you can. Examples: home, school, on the phone. How does verbal communication in these places differ? Do you say different things to your friends than to your parents? How would verbal communication with your employer differ from that with your friends? [NOTE TO TEACHER: A transparency on the importance of communication is on p. 340.]

Study references to identify characteristics of good verbal communication. How can a message be distorted or its meaning lost? What can interfere with communication?

View transparencies to gain a better understanding of three levels of communication. (See pp. 431-434.) Identify the ego states involved in communication. Define the three transaction forms in communication.

Prepare and give a demonstration on performing a task, such as: taking a picture using a 35mm camera, packing a backpack, changing a tire, giving first aid, making fabric flowers, doing macrame. Have other students observe and react. Were verbal directions clearly stated? Were words you might not know clearly defined? Were examples given which would help you relate? Were steps shown clearly and logically? Have student observers give constructive criticisms about your verbal communication.

Discuss ways that employees can promote better communication with their employers. List the communication responsibilities of the employee and those of the employer.

Role play answering the telephone for a particular place of business. Tape-record your voice and play it back. Practice improving your voice, tone, quality, and pronunciation. [NOTE TO TEACHER: Contact your local telephone company to obtain a teletrainer for this exercise.]

Volunteer to contact your local telephone company to secure materials for developing and practicing telephone etiquette. Share the information with classmates. Record your telephone conversation again, this time using the rules of etiquette described in the kit.

b. Nonverbal

View transparencies as your teacher discusses effective and ineffective use of nonverbal communication. (See p. 359.) Discuss the destructive patterns of communication. Summarize ways to use nonverbal communication effectively.

Collect pictures depicting nonverbal messages. Write a caption for each picture.

Label 3"x5" cards with "feeling" words such as: joy/anger, fear/self-confidence, helpfulness/rejection. Draw a card and demonstrate the feeling or emotion. Observers should try to identify the emotion. How can nonverbal language be an asset to good communication on the job? Can nonverbal communication be a problem?

Observe the communication which takes place when a small group discusses an assigned topic for ten minutes. Note who talks, how long they talk, whom the speaker looks at, whom other group members look at. Was there any pattern in the order in which people talked? Did all members of the group participate? Did the group have a leader? Did group members listen to what was said? What feelings did group members display through nonverbal communication? What communication pattern was used? Repeat until all groups have been observed. How can this help on the job? [NOTE TO TEACHER: Assign a topic of current interest to students.]

Observe interactions between people at a place of work. What nonverbal means of communication did you observe? What verbal communication did you observe? Compare the two. Do they contradict or reinforce each other? Report your observations to the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Listening	Listen as a drawing of a simple object is described to you. Without knowing what the object is, and without asking questions, draw the object as instructed. Compare your drawing with the drawing described to you. How do the two compare? Was it the speaker or the listener who was unclear? Review the transparency on communication to determine the importance of being both a good receiver and a good sender. (See p. 358.)
	View a filmstrip on listening skills needed for job success. List the skills. How does each skill aid in effective listening?
	Practice taking messages: from a customer of a fast food service, from a parent of a nursery school child, from an elderly person in a nursing home. Check to be sure you have noted who, what, when, where, and how or why.
	Based on your listening exercises, develop five guidelines for improving listening skills on the job. Put the guidelines into action. Did your listening skills improve? How and/or why?
d. Barriers	Discuss barriers to good communication, such as: poor eye contact, language, culture, physical handicaps, outside noises. How could each of these barriers be avoided?
	Simulate a hearing handicap by having a student wear earplugs. Have another student try to explain a simple task to the student. Discuss how poor hearing can be a barrier to good communication on the job.
	Stand or sit facing another student. Practice clarifying statements to help dissolve communication barriers. Example: Student A says, "It is stuffy in here." Student B says, "Do you mean you want the air conditioner on?" Student A may reply, "No" (or yes). Student B then asks, "Do you mean you want the window open?" Continue this until Student B completely understands what Student A is communicating. What helps clarify communication?
2. Group dynamics	View a transparency on the internal dynamics of groups. (See p. 411.) Discuss the meaning of *group*. Identify groups to which you belong. What needs do groups help you meet? How do group members help you meet these needs? What are the purposes of the groups to which you belong? How can groups share information? Provide enjoyment? Solve problems? Name groups which have these purposes. Why is membership in groups important to people?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study references to learn what roles members of a group may assume. Define the terms *task roles, group-building and maintenance roles,* and *leadership roles.* Describe the responsibilities associated with each role.
	Think about a group to which you belong. Try to identify the person or persons who perform each role in the group. Explain why you identify each person as playing that particular role. How do the roles work together to encourage group functioning?
	List your ideas about what it takes to be a leader. What does a leader do? What traits do you associate with leadership?
	Study references to identify the styles of leadership. Compare and contrast the styles of leadership. How is group satisfaction related to leadership style?
	Identify the leader or leaders of five groups to which you belong. What traits does each possess? What leadership style does each use? How effective is each leader? What effect does each leader's style have on the functioning of the group?
	Work in groups of four or five to attempt accomplishing a task in a given length of time. After completing the exercise, discuss: Who was group leader? Who did not participate? Did anyone dominate the conversation but did no work? Did one student do most of the work? [NOTE TO TEACHER: Choose tasks with a tangible outcome, such as working a puzzle, solving a brainteaser, or preparing a snack.]
	Observe and analyze groups of different sizes to determine how interaction varies with group size. Outline the characteristics of interaction in different size groups. Who seems to be the group leader? How well do the group's members work together? Does the group work together or divide into smaller groups?
	View a transparency to identify patterns of communication in groups. (See p. 412.) Why is communication important in a group? How are the patterns of communication related to leadership style? Why is the all channels pattern the most democratic of all the patterns? Name and define the five most common patterns of communication. Do you observe all of these on the job? Describe them.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify ways nonverbal communication is used in groups. Discuss possible meanings of the following: seating choice, eye contact, amount of space between people, posture.
	Discuss ways groups influence the behavior of individuals. What is a *group norm?* What causes people to conform to group norms? What are the advantages and disadvantages of conformity? How do group norms contribute to group cohesiveness?
	Read newspaper articles or magazine stories which concern group activities. Examples: concerts, riots, football games, business meetings, etc. Identify the type of communication that took place. How do riots get started? What makes business meetings orderly or disorderly? What makes a crowd get excited at a football game? Why may people act differently in a crowd than they would individually?
	Discuss the following statements: "There is power in numbers." "Groups offer safety to their members." "It is necessary to adopt group behavior to be part of the group."
	Discuss ways group membership can contribute to your personal growth. How can it help you in a job? Make a list of groups to which you belong. Beside each group list ways you have grown as a member of that group. What skills have you gained? How have your relationship skills improved? Has group participation helped you to accept authority? Criticism? Have you grown more in some groups than in others? How could your personal growth be used to decide the value of belonging to a particular group?
3. Empathy	Use a dictionary to find a definition of *empathy.* How does *empathy* differ from *sympathy?*
	Explain how empathy might be valuable in human relationships. How can empathy help you to be successful on the job? In a family?
	View a filmstrip explaining the role of empathy in human relationships. Summarize the information presented. What are some ways to show empathy?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read a section from a book or a short story. Write a book report analyzing how developing empathy with the characters in the story can contribute to self-understanding and effective human relationships. How did your views change as a result of empathizing with the characters in the book?
	Recall a time today where someone showed empathy to you. How did it make you feel? Was there a time today when you didn't use empathy when you should have? Discuss your experiences with empathy in class.
	Role play employment situations in which empathy might be useful. The class should observe body language of the players and discuss the following questions: How could empathy improve interpersonal relationships? What effect does empathy have on our actions? Can a person have too much empathy?
4. Perception	Use a dictionary or reference book to find out what is meant by *perception*. How does perceiving differ from seeing?
	Explain how you perceived a recent school event, such as an assembly program, pep rally, or election. How does your perception compare with that of your classmates? Teachers? Others? How does your perception affect your behavior? How does your classmates' perception affect their behavior?
	View a picture and explain what you perceive. How does your perception compare with your classmates'? Is there such a thing as a right or wrong perception? Why? Are any two persons likely to have exactly the same perception of an event?
	Give examples of times you have perceived a situation incorrectly. What is a misperception? How does this hinder communication? How is stereotyping often a misperception?
5. Respect for rights and privileges of others	Listen and discuss with a panel of employers the expectations they have of a beginning worker. What qualities can an employer expect from an employee? What role does respect play? Share with the employers what your expectations of an employer would be. How similar or different are the expectations?
	Ask an employer to complete the following statement, "I want a worker who. . ." As a class, compile all the responses given. What do employers expect of their employees?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Prepare a bulletin board listing "Rights and Responsibilities of the Employer and Employee." What common expectations do the two groups have?
	View a transparency to identify factors important to good human relations. (See p. 413.) Discuss how the rights and responsibilities of an employer and employee are similar to those of a parent and child. Determine how the two relate.
B. Exploring careers in family service 1. Career ladders	View the transparency, "Don't Have A Cloudy Future." (See p. 435.) How should you go about finding out what jobs are available and what requirements there are for them?
	View a filmstrip on family service careers. Decide which of the jobs identified are entry-level, semiprofessional, skilled, technical, or professional.
	Study references to identify opportunities for skilled, semiprofessional, technical, and professional level jobs and careers in family service. [NOTE TO TEACHER: Use such resources as *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*. Other references are the guidance counselor or school librarian.] Which of these job opportunities exist in or near your community?
	Listen to a panel of resource persons discuss job opportunities in the field of family service. [NOTE TO TEACHER: Panel members might include an extension home economist, hospital administrator, social worker, school counselor, minister, educational director.] What jobs appear most promising for the future?
	Develop a bulletin board using magazine pictures of people in family service careers. Label the pictured occupations.
	Identify careers which involve service to families. What jobs involve social service? Counseling? Health care? Education? Recreation?
	Select a family service job that interests you and interview a person employed in that job. Discuss the opportunities for advancement in the field. How did the person get started? What education and/or training was required to get the position?
2. Personal qualities needed	Study references to identify entry requirements for a family service occupation. Share your findings with the class. Compare entry requirements, and group jobs accordingly. Compare and contrast jobs in each group.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a panel of family service employees describe the importance and role of communication in family service occupations. What suggestions do they have for improving communication skills?
	View a transparency on attitudes for success. (See p. 377.) Discuss personal attitudes and qualities needed by employees in the family service occupations identified in previous experiences.
	Interview five persons employed in family service occupations. Why did these persons choose their careers? What personal qualities do they believe persons in family service careers need?
3. Educational requirements	Identify educational preparation needed for various family service occupations. What high school subjects would provide a good background for a family service career? What post-high school training opportunities are available?
	Listen to a panel of persons employed in family service occupations describe the education and training they have acquired. What types of experiences do these persons feel helped them reach their present positions?
	Study college and university catalogs to identify training available for family service occupations. Visit the campus, if nearby, to talk with counselors and program directors. Share your findings with the class.
	Listen to a local community college representative describe training opportunities and programs in human services. What is the cost of the training? How long is the training? What are admissions requirements? What counseling and job placement services are available?
	Give examples of hobbies or volunteer activities which could help you prepare for a family service career. How may these activities improve your job skills and competencies? How can these activities help you choose a career?
4. Job and career opportunities	Check references to identify sources of employment for jobs related to family service.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Study resources to identify one of the following: employment trends in family service occupations, availability of family service jobs, current job openings for family services jobs in your community or a nearby community.

Collect newspaper ads for family services jobs. List the jobs by the level of education required. Also collect ads for jobs which require skills you have learned in your family living course. Describe how the skills you have learned in family living could be used in other jobs.

Check references to identify entry-level job opportunities which are related to family living. Name the entry-level job opportunities available in your community.

Take a field trip to a family service business, such as a hospital, senior citizen center, nursing home, Department of Human Resources office, or Social Security office. Observe the jobs being performed. Listen to a description of the operation and the services performed. What are the duties of each employee?

Brainstorm to identify family services which could be provided in your home or in a small business. Identify rules and regulations which pertain to businesses and individuals offering these services.

C. Interrelationship of employment and home life

Brainstorm to identify ways a family is affected by the careers of its members. How do the careers your parents have affect your family's lifestyle? Do you have a job? How does your job affect your family's lifestyle? Your lifestyle? What careers tend to contribute to family cohesiveness? What careers may contribute to family dismemberment or disruption?

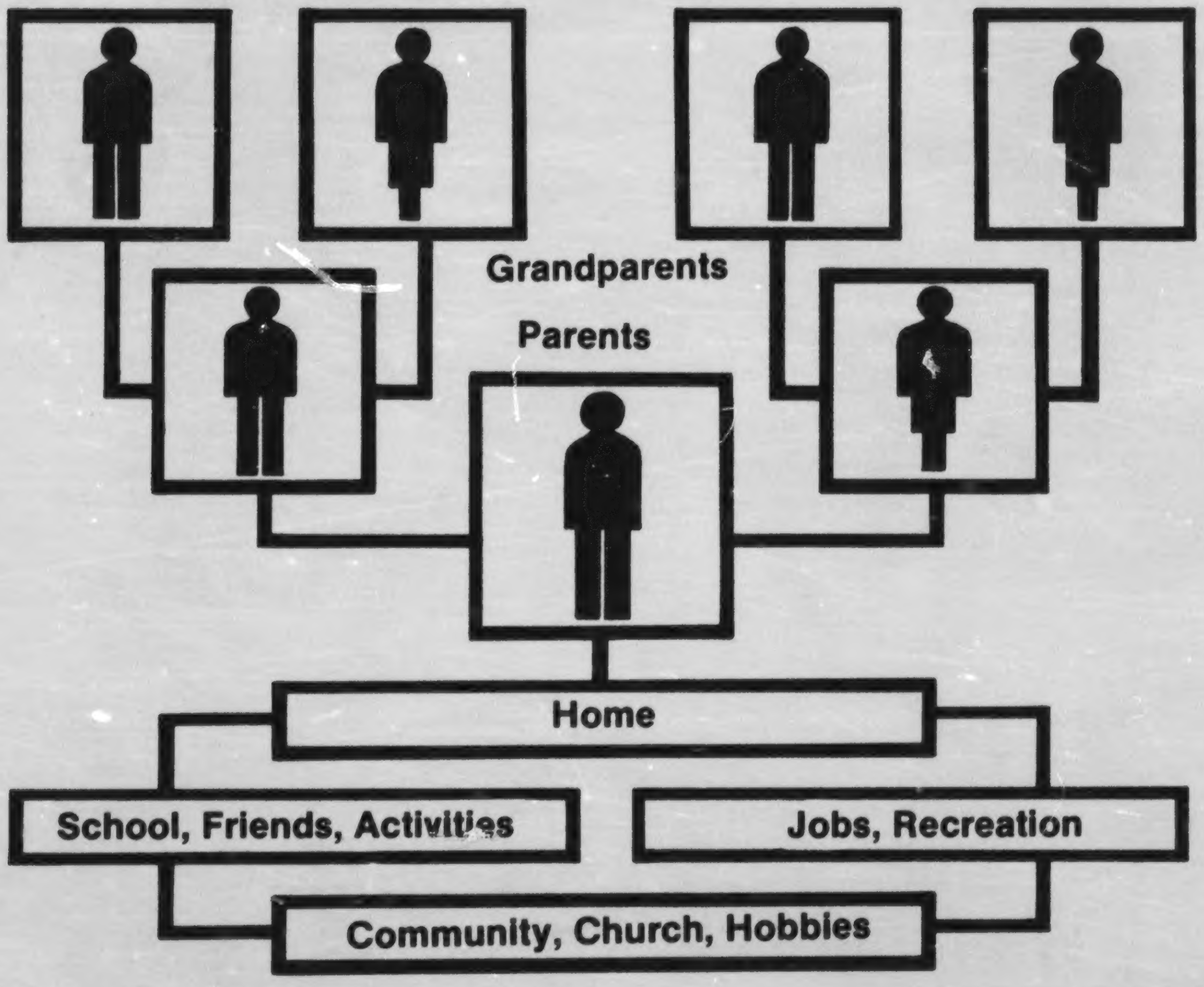
Interview five persons to learn their reasons for working and the reasons for their job choice. What effect has their job choice had on their family's lifestyle and relationships? Report your findings to the class.

Prepare a questionnaire to identify the effects of employment on family life and the effects of family life on employment. Poll a variety of people in the community. Tally the results. Discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview a personnel director and discuss the relationship of success in marriage to success in a career. Also interview a marriage counselor to find out what relationship the counselor sees. How similar or different are the two?
	Discuss problems that might occur when a wife and husband both work outside the home. Suggest possible solutions. How could the skills you have gained in this family living course help you to solve the problem? [NOTE TO TEACHER: A transparency on the myths about women is on p. 436.]
	Write a story about a couple in one of the following situations: the wife needs to work for the couple to reach their goals; the wife wants to work to build a career; the husband is a full-time employee while the wife is a full-time homemaker or student; the wife is a full-time employee while the husband is a full-time homemaker or student. Discuss reasons each situation might be the best choice for a particular couple. What factors should a person consider when choosing a career? What effect would each situation have on the family's lifestyle?
	Identify skills acquired in performing homemaking responsibilities which might be useful in gaining employment. How is being a homemaker a career?
	Write a paper analyzing the interrelationship of employment and home life in a given situation.

TRANSPARENCIES

TWO INFLUENCES ON PERSONALITY . . . HEREDITY AND ENVIRONMENT



Grandparents

Parents

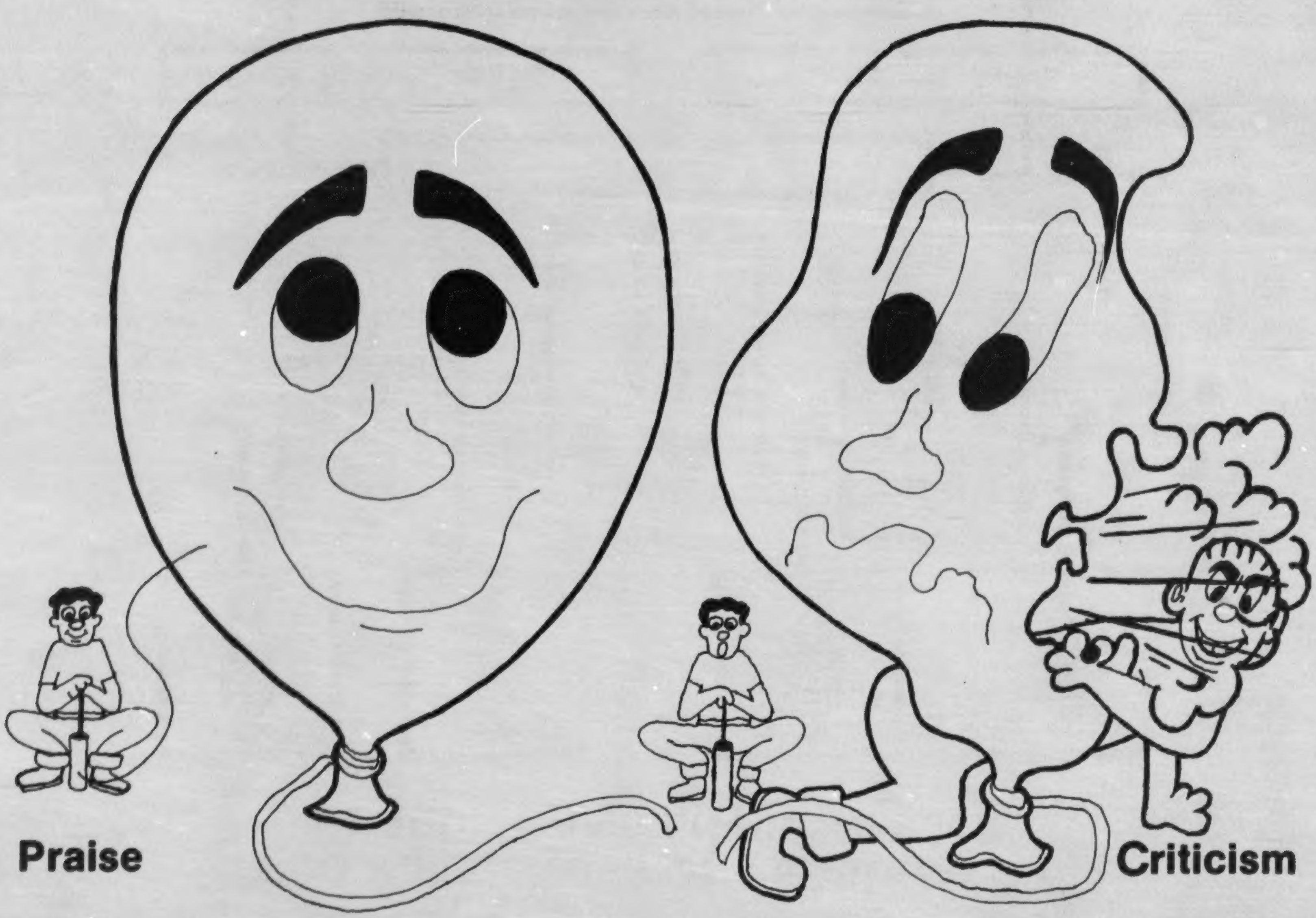
Home

School, Friends, Activities

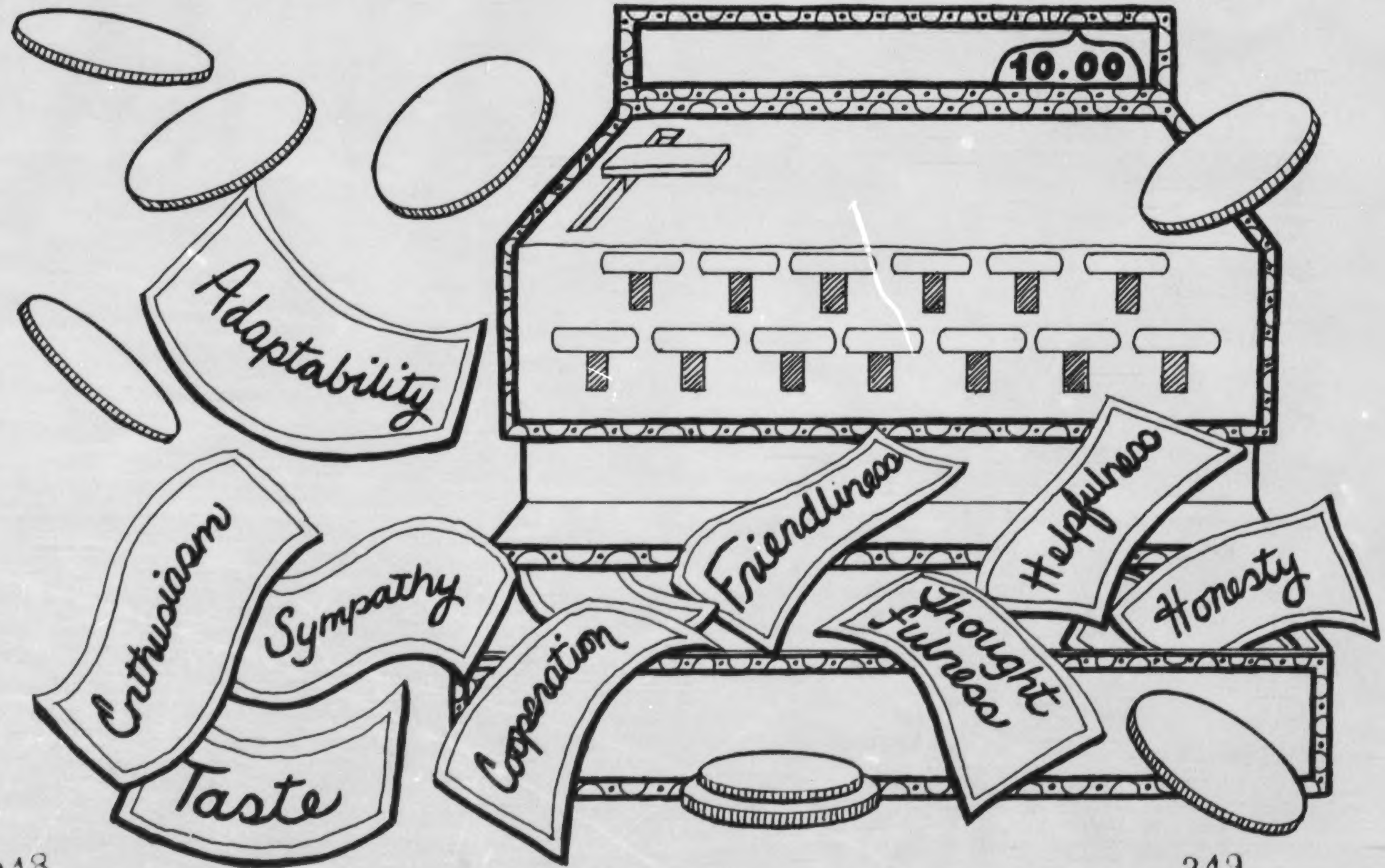
Jobs, Recreation

Community, Church, Hobbies

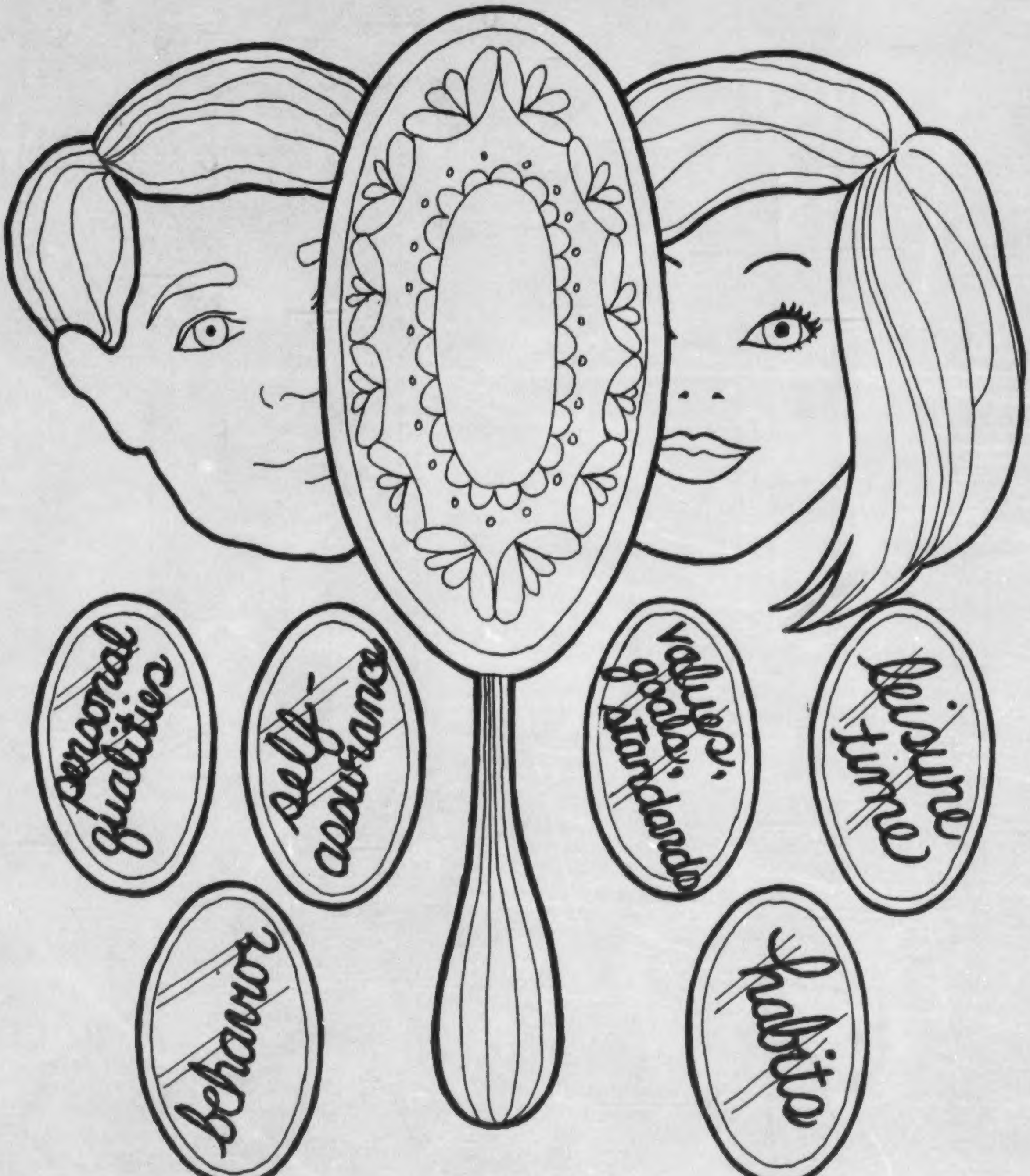
INFLUENCES ON SELF-ESTEEM


Praise
Criticism

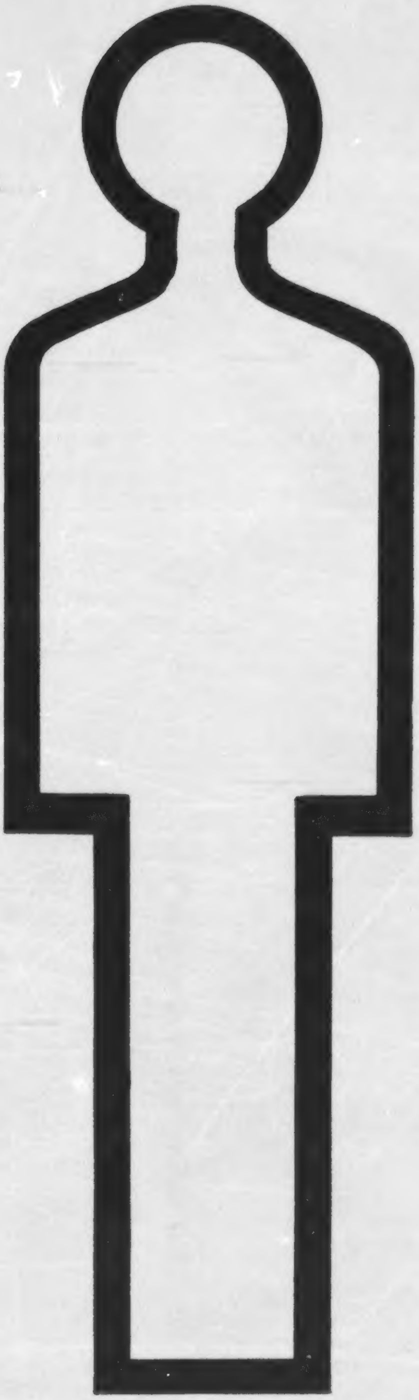
A GOOD PERSONALITY ADDS UP


10.00
Adaptability
Enthusiasm
Sympathy
Taste
Cooperation
Friendliness
Thoughtfulness
Helpfulness
Honesty

Polish Your Image


personal qualities
self-assurance
values, goals, standards
leisure time
behavior
habits

WHAT ARE PERSONAL RESOURCES?



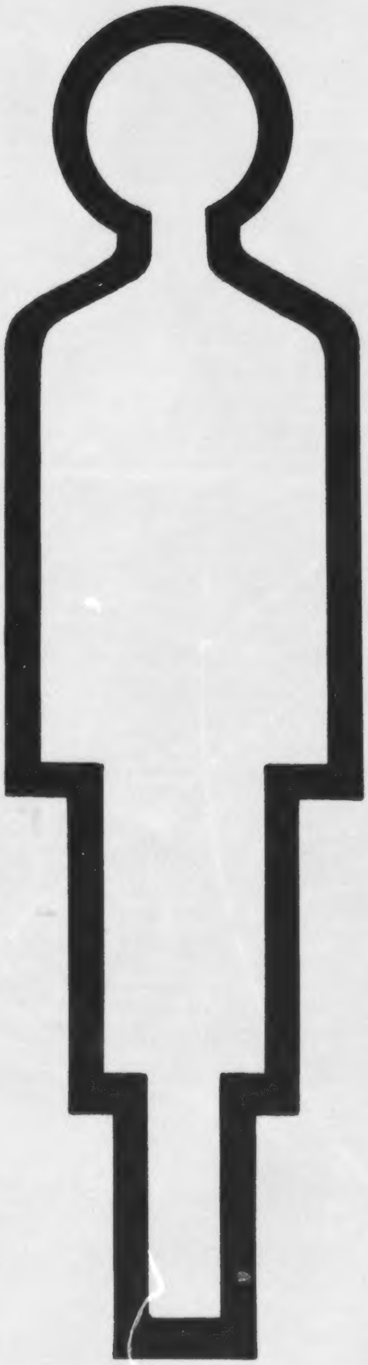
Skills

Abilities

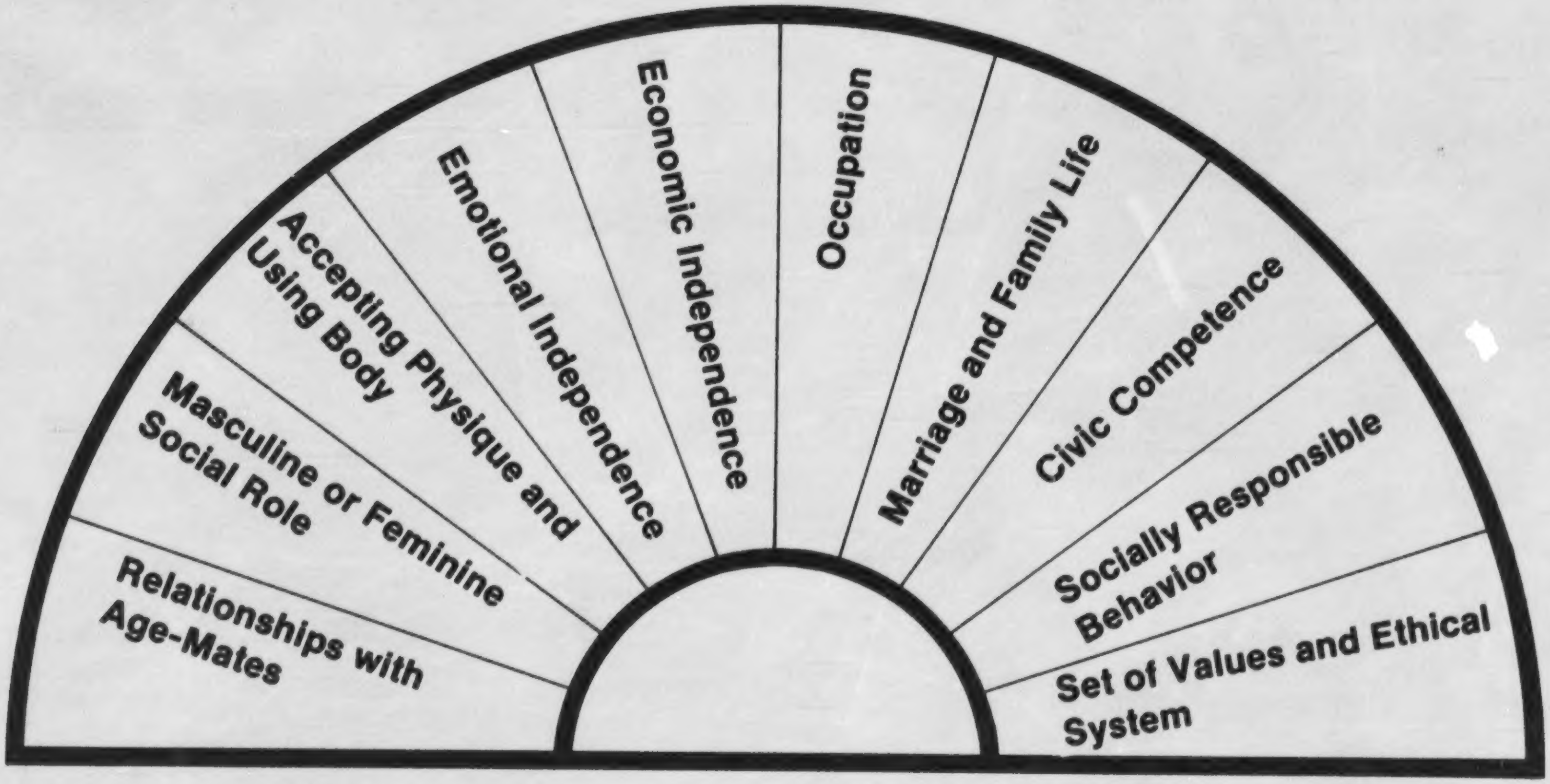
Attitudes

Talents

Knowledge

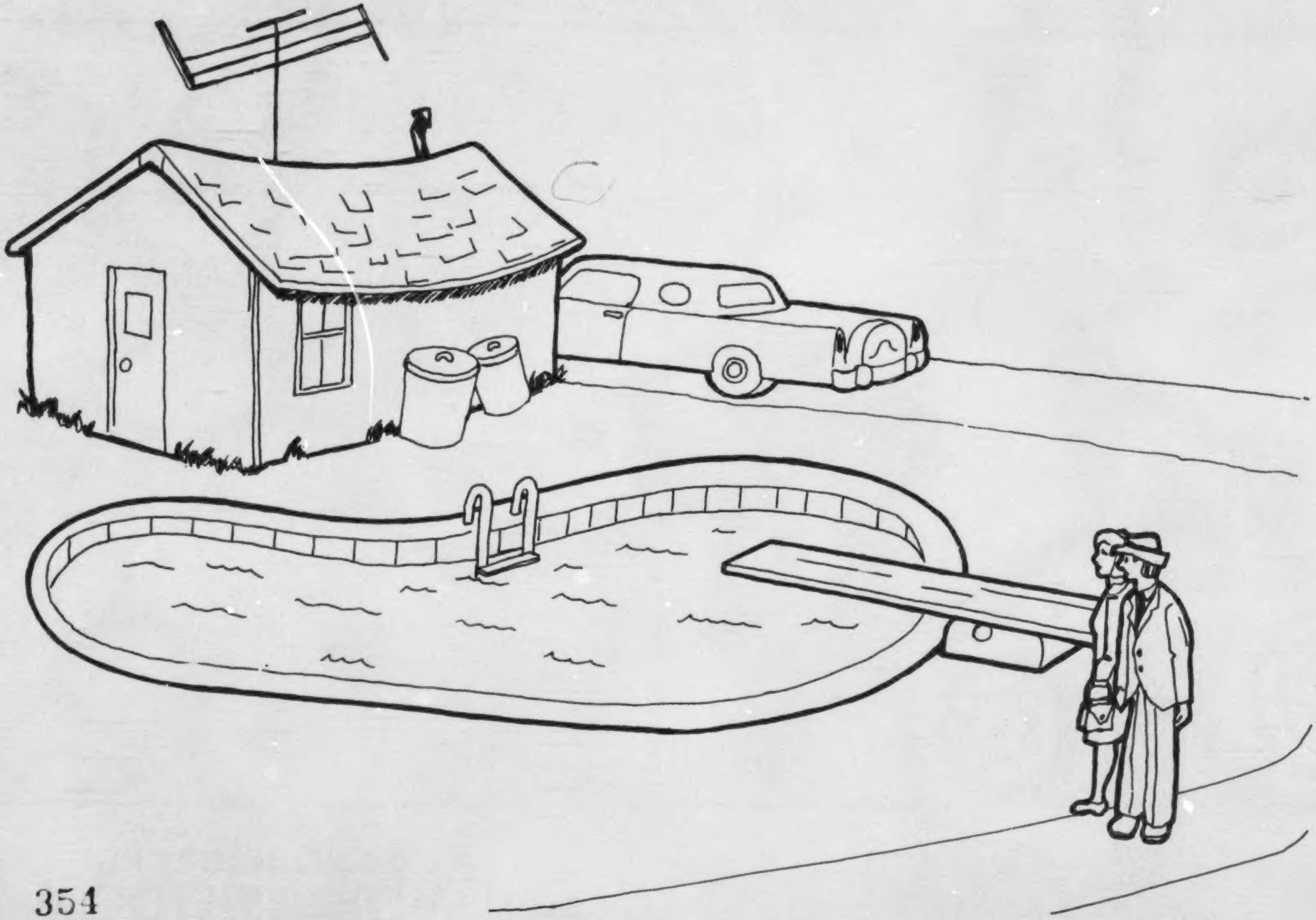


DEVELOPMENTAL TASKS OF A YOUNG PERSON


Relationships with Age-Mates
Masculine or Feminine Social Role
Accepting Physique and Using Body
Emotional Independence
Economic Independence
Occupation
Marriage and Family Life
Civic Competence
Socially Responsible Behavior
Set of Values and Ethical System

Source: Modified from Havighurst, Robert J. *Developmental Tasks and Education.* 2nd ed. (New York: David McKay Co., Inc., 1952).

VALUES



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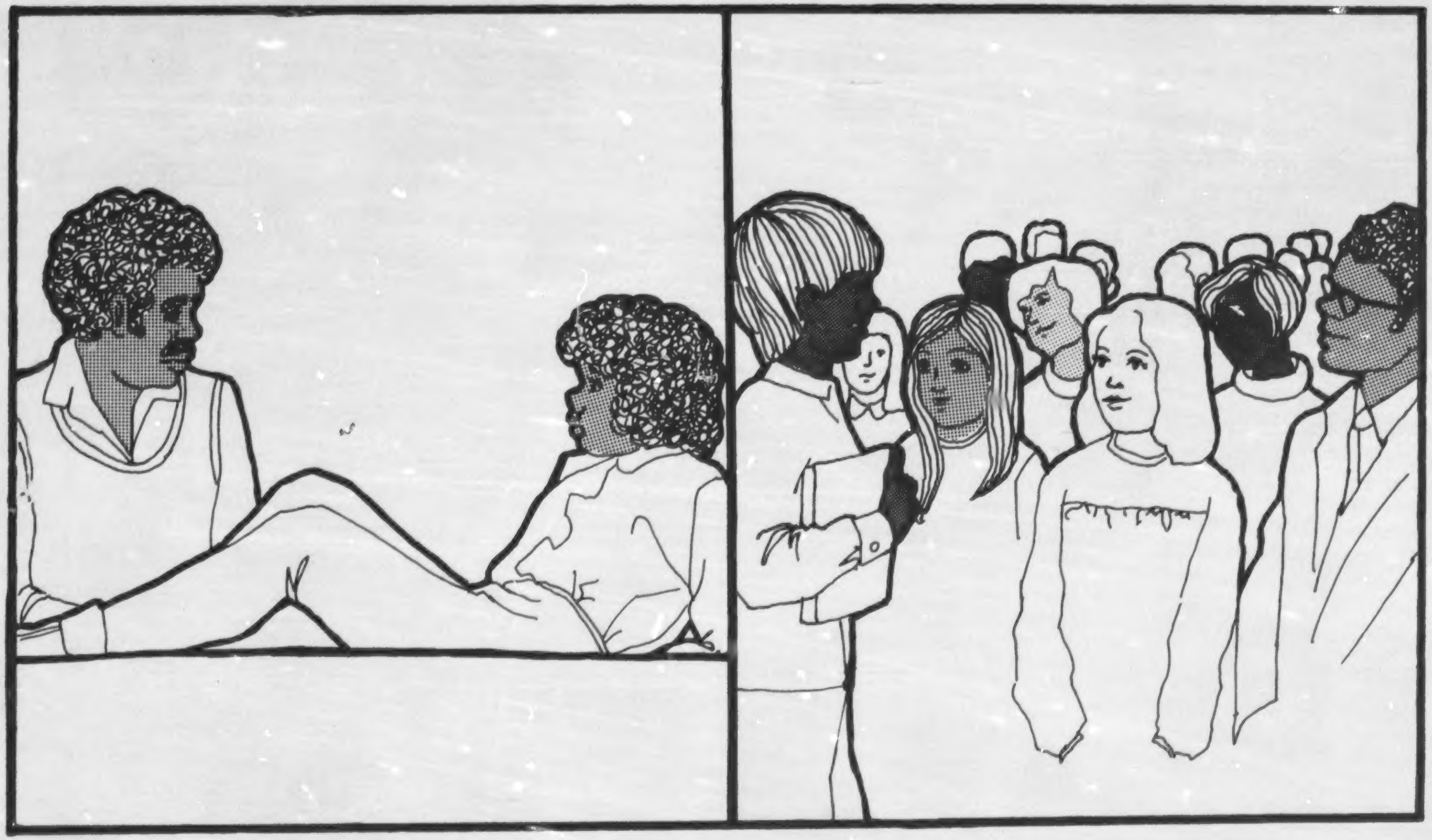
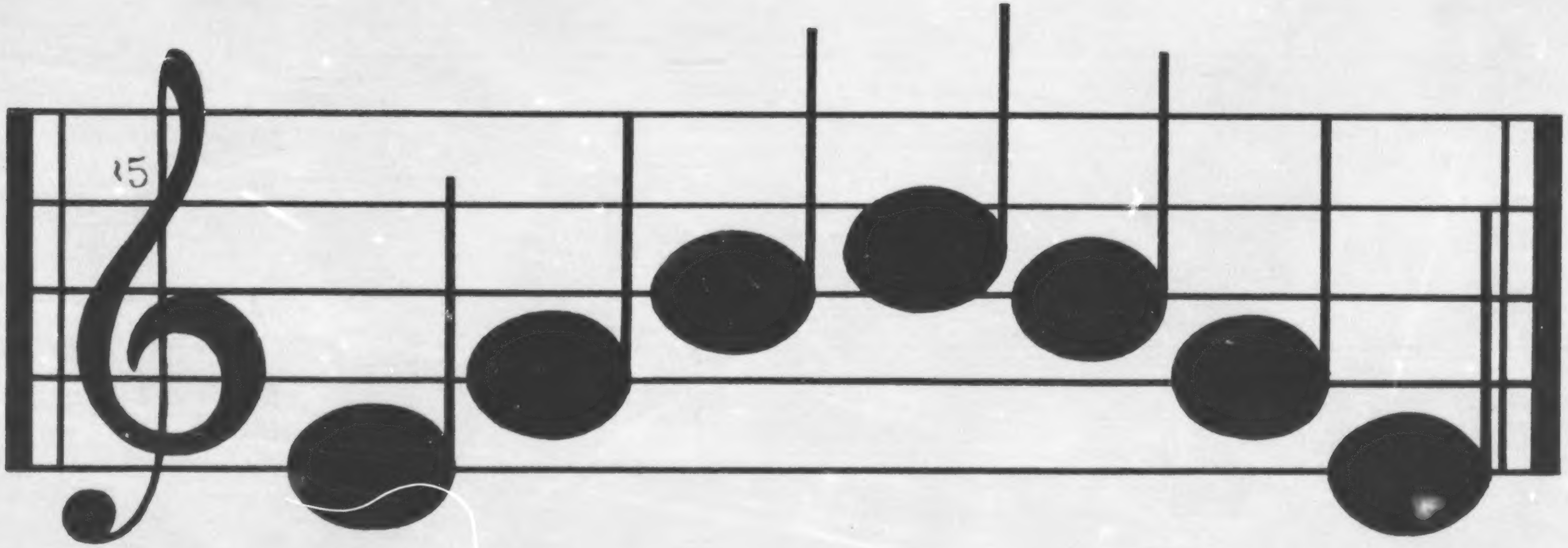
COMMUNICATION
is reaching people.



HARMONIOUS RELATIONSHIPS



Other Family

Siblings

Friends

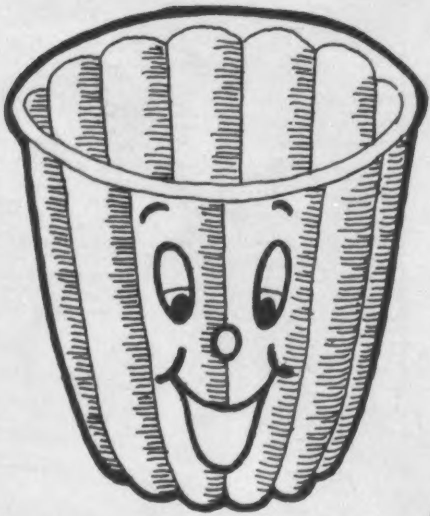
Stepparents

Dates

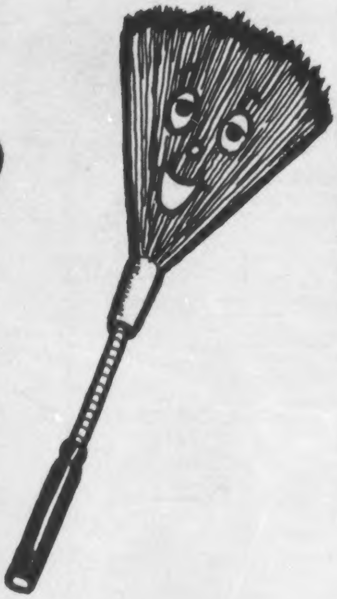
Parents

Community

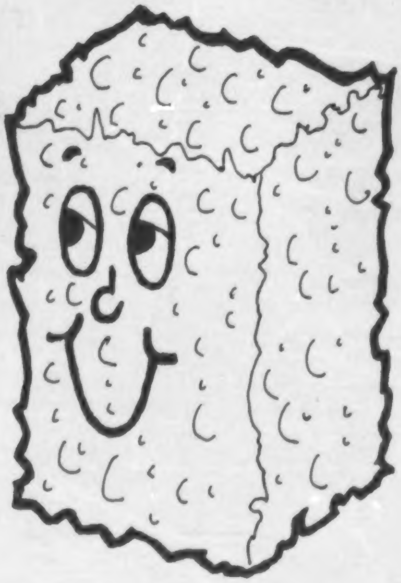
WHAT TYPE FRIEND ARE YOU?



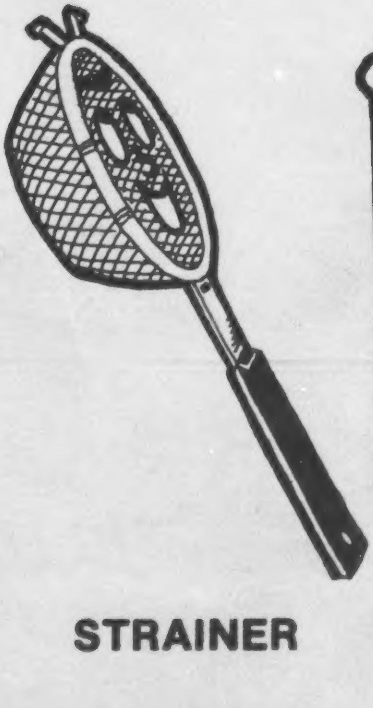
MOLD



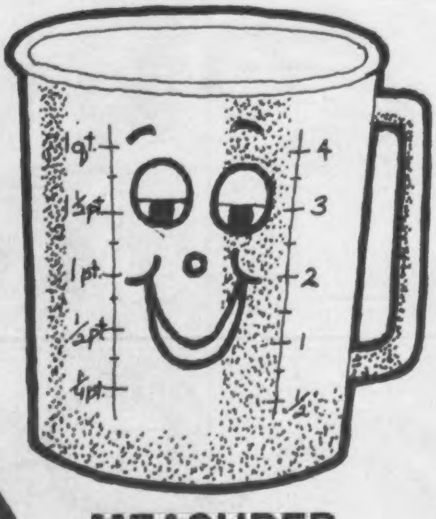
BRUSH



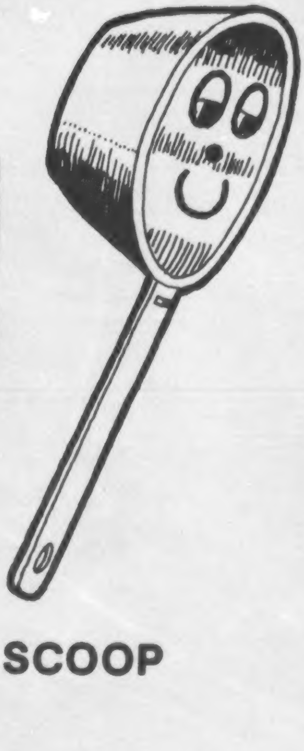
SPONGE



STRAINER

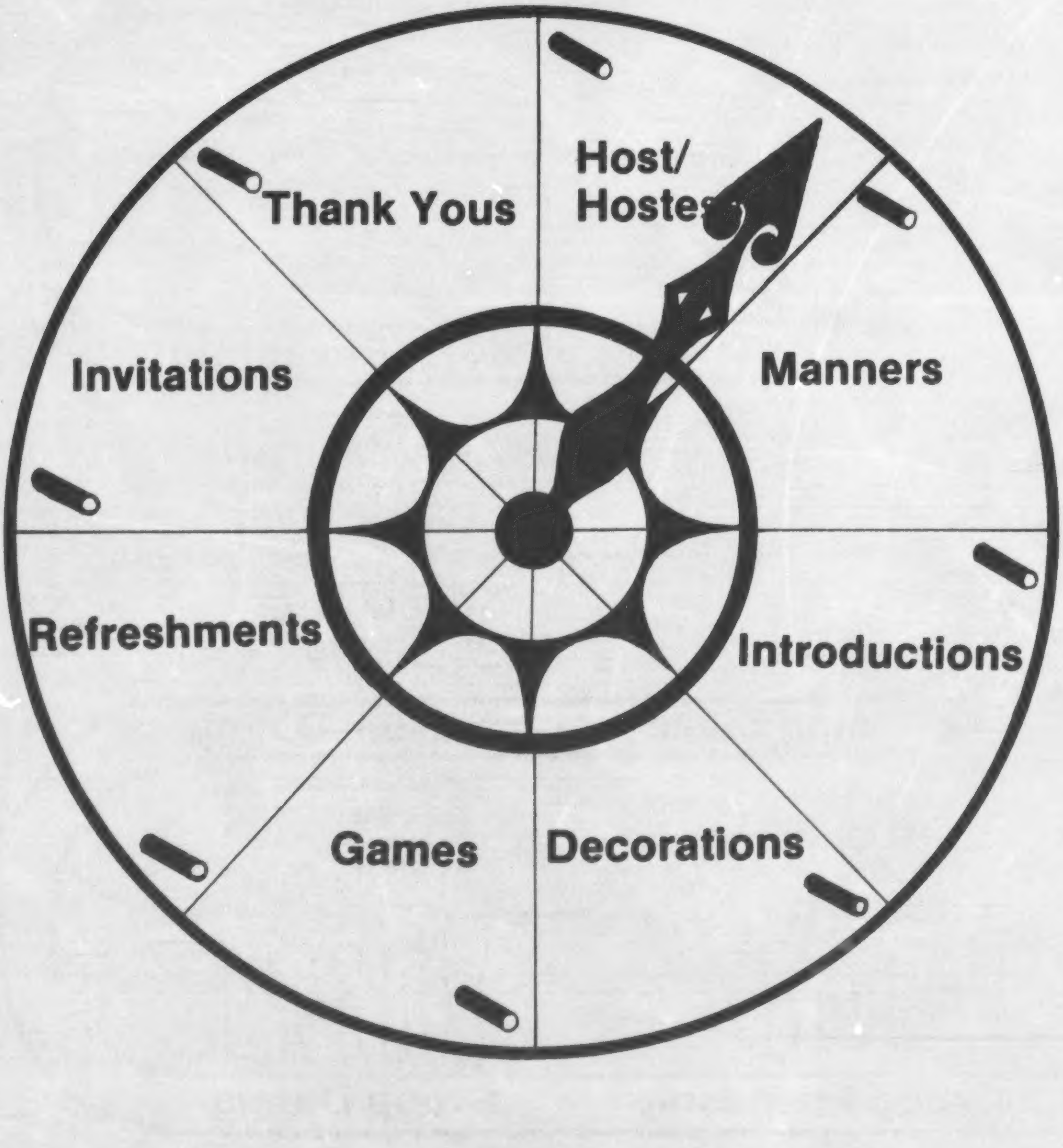

1qt.
1½pt.
1pt.
½pt.
¼pt.
4
3
2
1
½

MEASURER

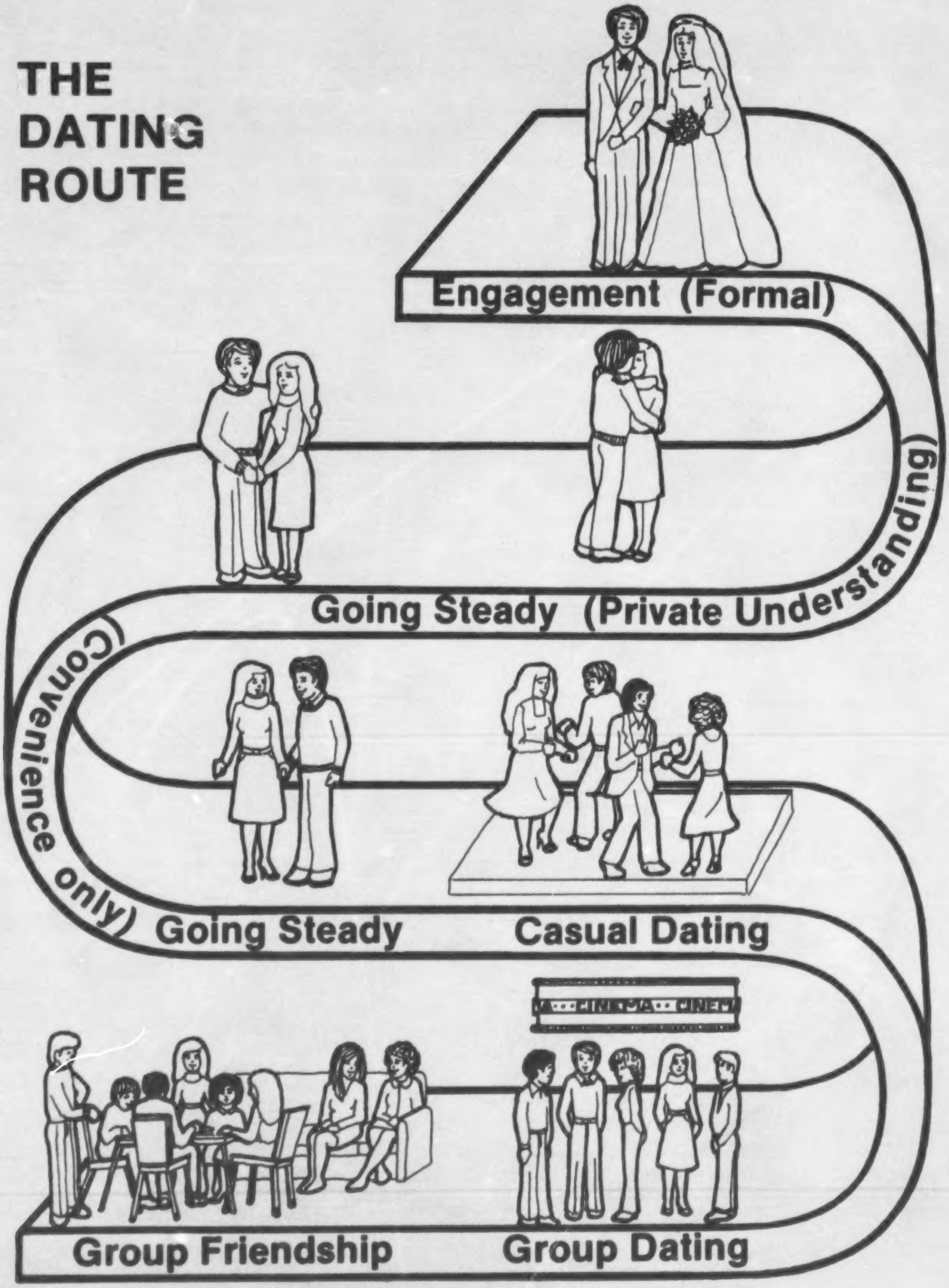


SCOOP

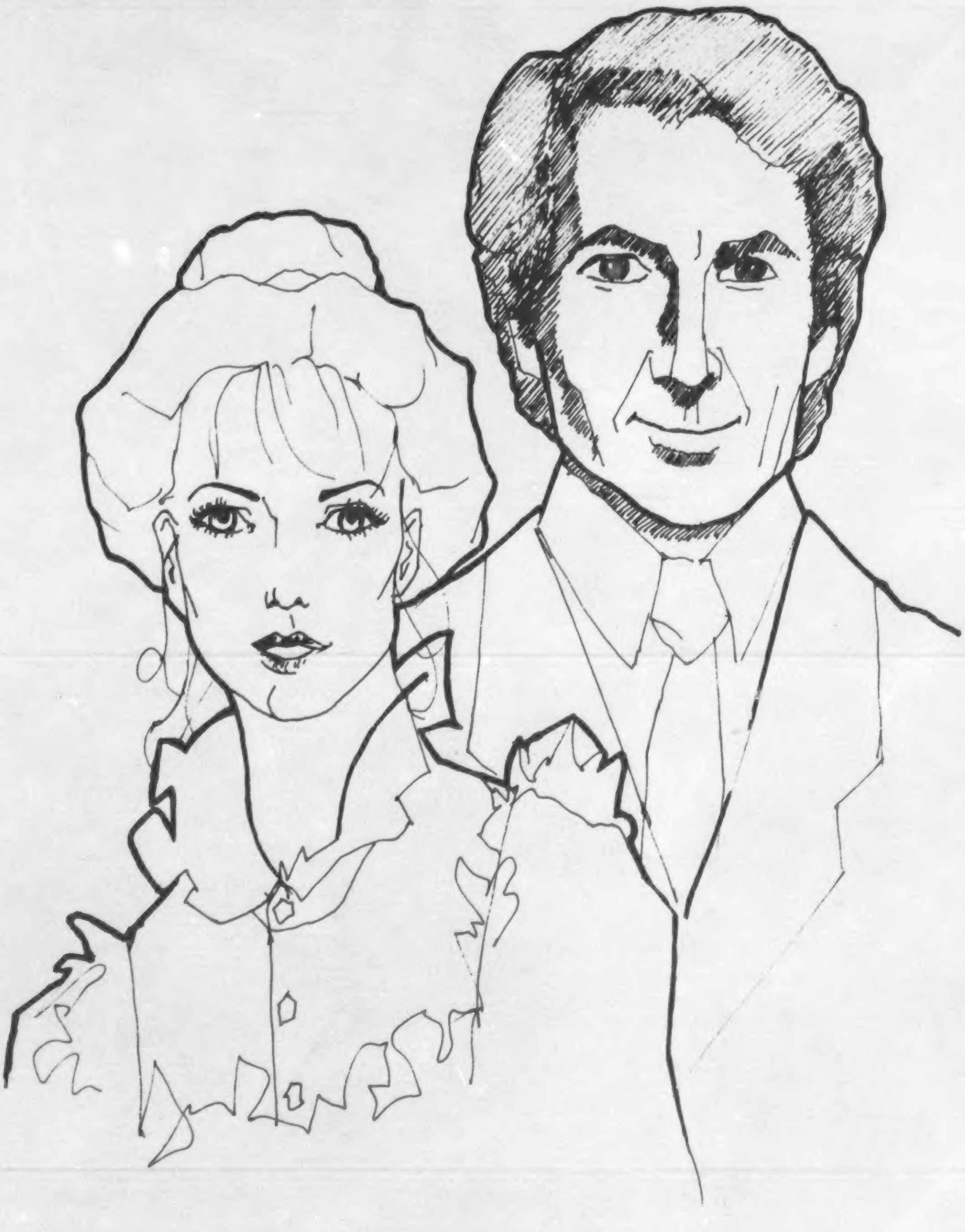
IN THE SOCIAL SPIN ANY FORTUNE CAN WIN


Host/
Hostess
Thank Yous
Invitations
Manners
Refreshments
Introductions
Games
Decorations

THE DATING ROUTE

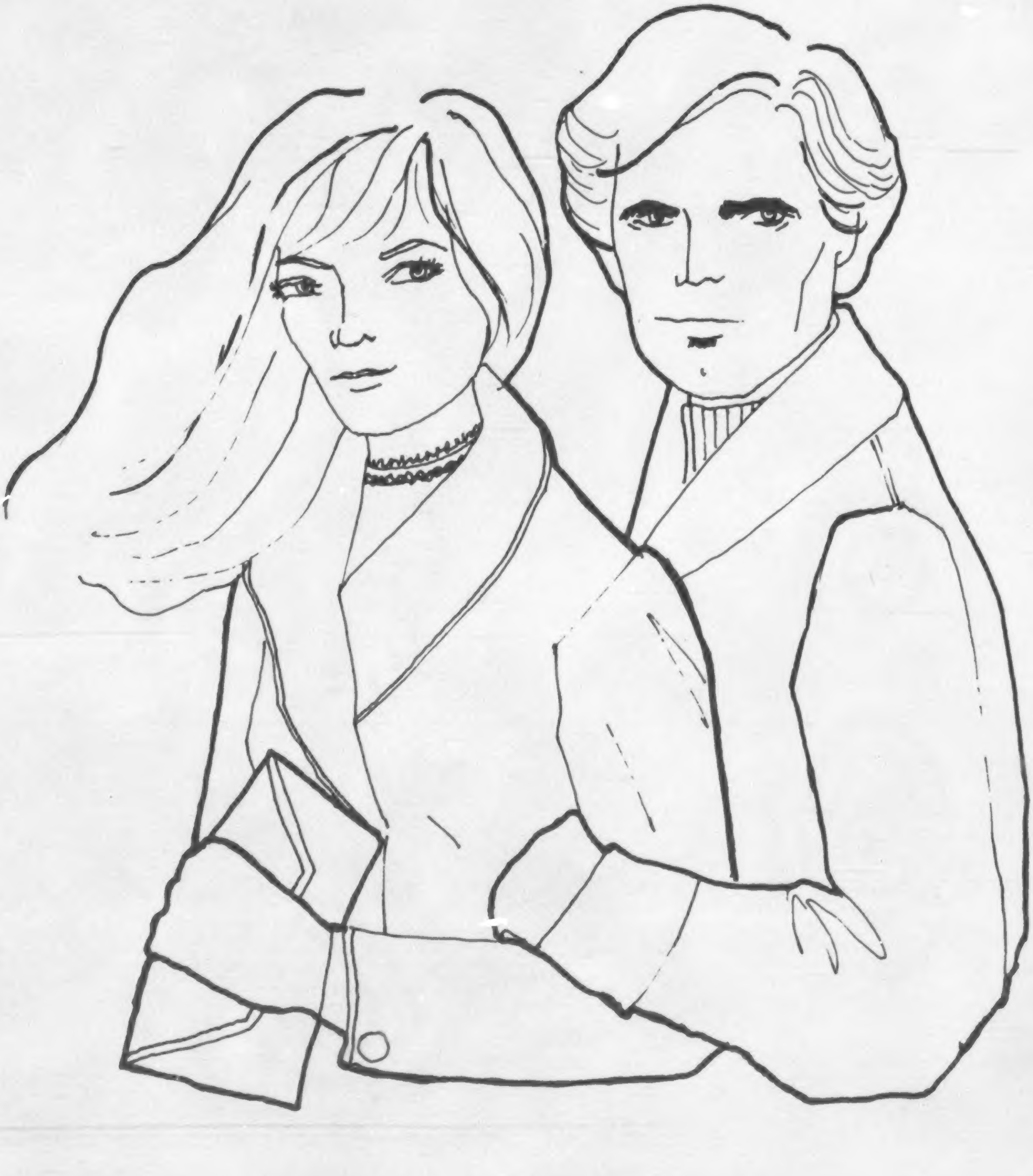

Engagement (Formal)
Going Steady (Private Understanding)
(Convenience only) Going Steady
Casual Dating
CINEMA CINEMA
Group Friendship
Group Dating

BE ATTRACTIVE

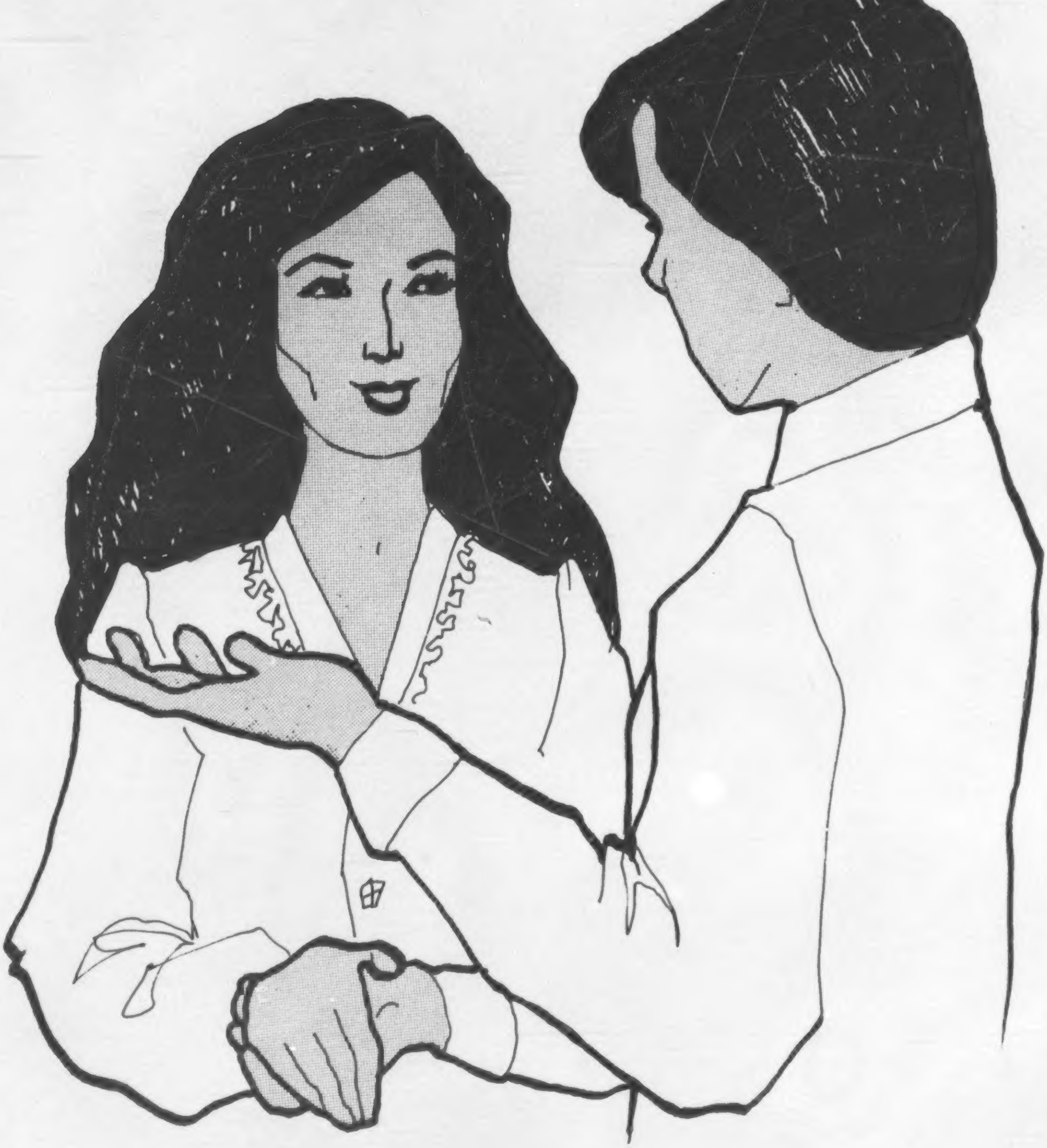


Be amiable.
Enjoy the same interests.

Don't keep people waiting.



Be a good conversationalist.



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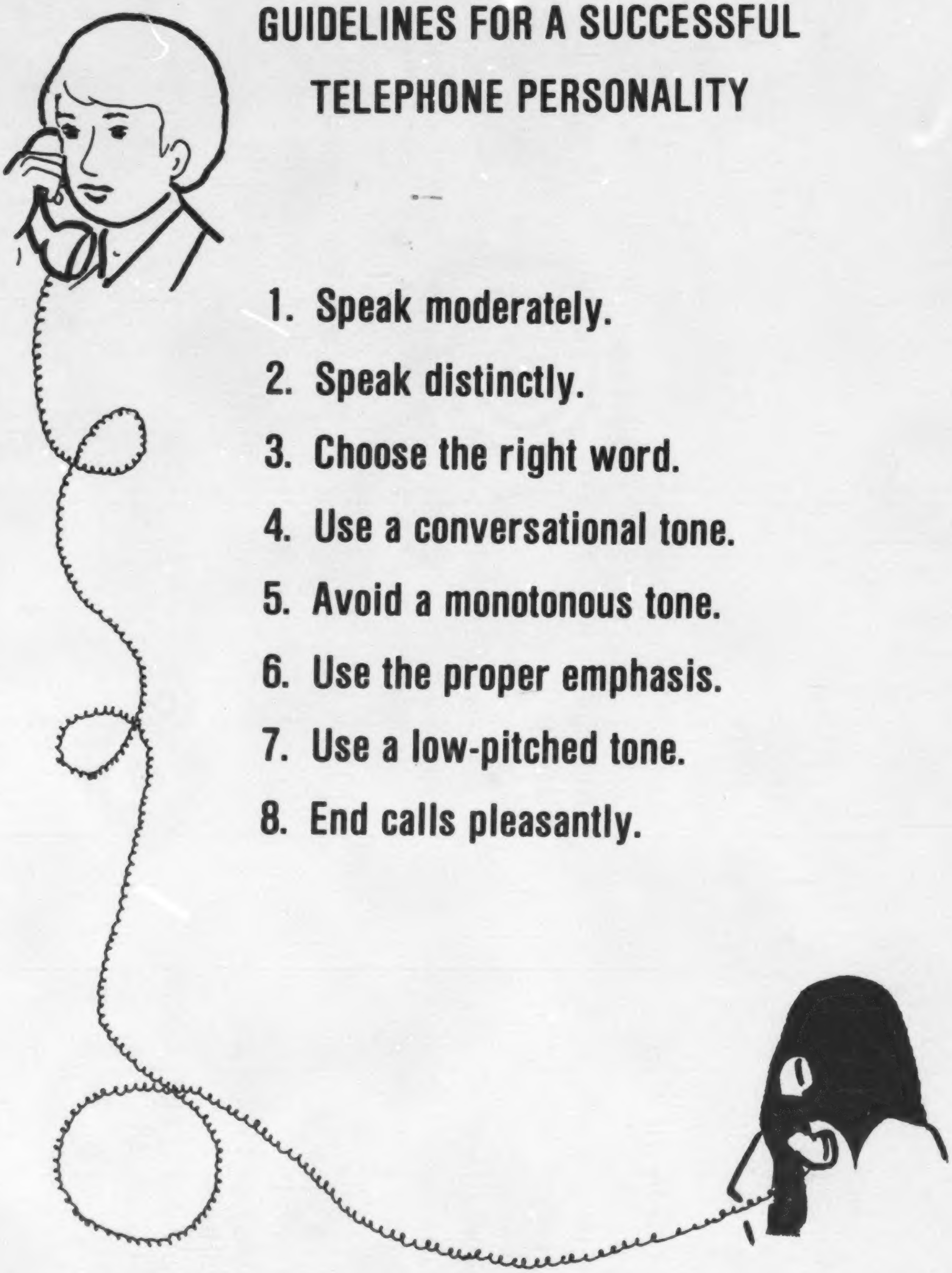
IS IT LOVE?

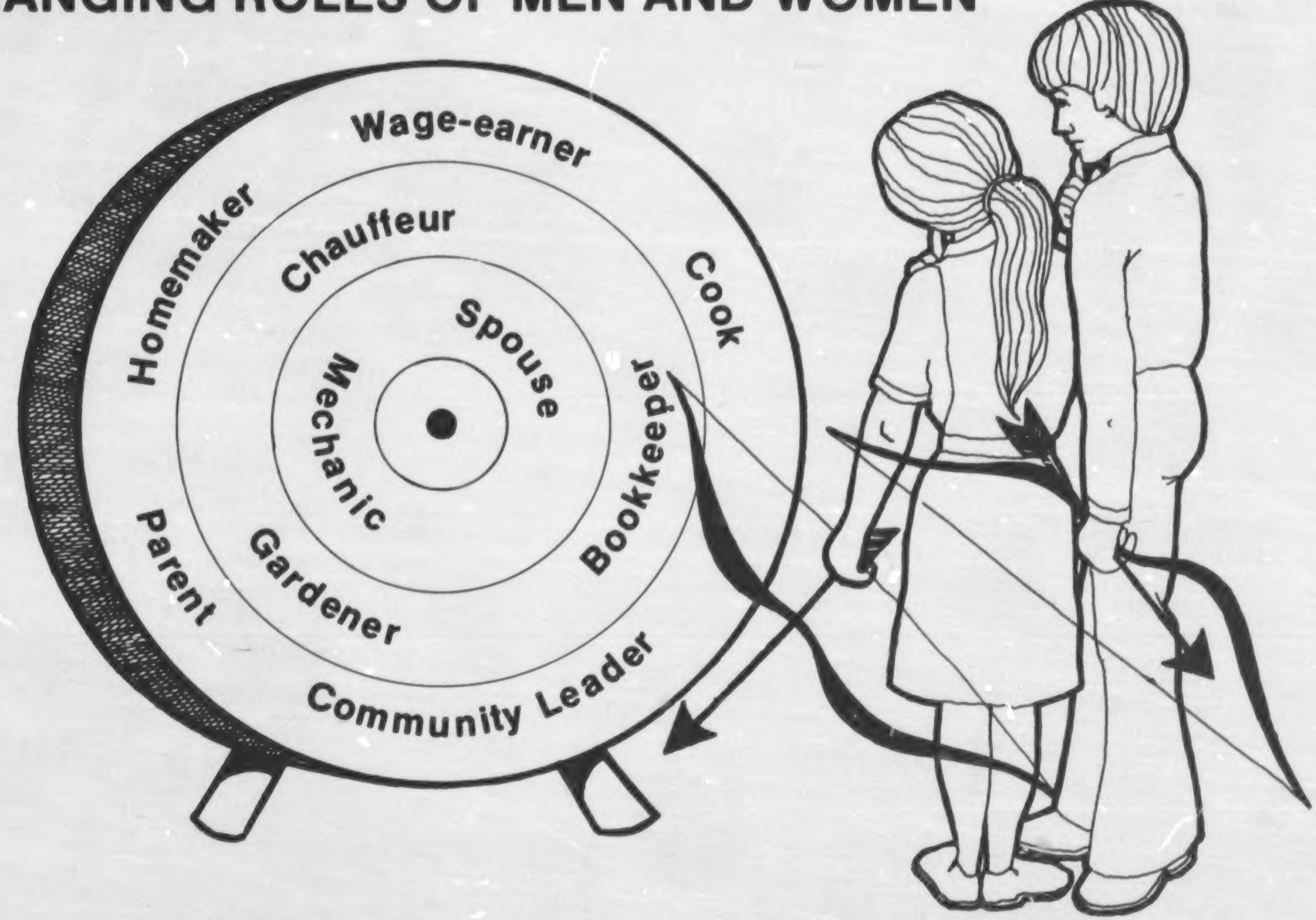
Infatuation	Physical Attraction	Love
Overwhelming, selfish feelings	Sensuous feelings	Strong personal attachment
Emotional	Physically urgent	Personal growth involved
Concern for own welfare	Concern for own sexual needs	Concern for other's welfare
Limited feeling of responsibility	Little feeling of responsibility	Growing feeling of responsibility
Decreases friendships	Prefers isolation	Increases friendships
Very selfish	Possessive and demanding	Unselfish
Distrusts others	Jealous when needs not met	Acceptance of others
Destroys purpose and ambition	Promotes feelings of guilt	Feels pride, confidence, ambition
Physical attraction important	Erotic physical feelings very important	Physical attraction somewhat important
Pretends faults do not exist	Unconcerned with personality	Accepts faults
Partners seek rewards but give little	Partners demand fulfillment without thought of other person	Partners give generously
"I" feeling	Possessive feeling	"We" feeling

GUIDELINES FOR A SUCCESSFUL TELEPHONE PERSONALITY



1. Speak moderately.
2. Speak distinctly.
3. Choose the right word.
4. Use a conversational tone.
5. Avoid a monotonous tone.
6. Use the proper emphasis.
7. Use a low-pitched tone.
8. End calls pleasantly.

CHANGING ROLES OF MEN AND WOMEN


Wage-earner
Homemaker
Chauffeur
Cook
Spouse
Mechanic
Bookkeeper
Parent
Gardener
Community Leader

FACT OR FICTION?

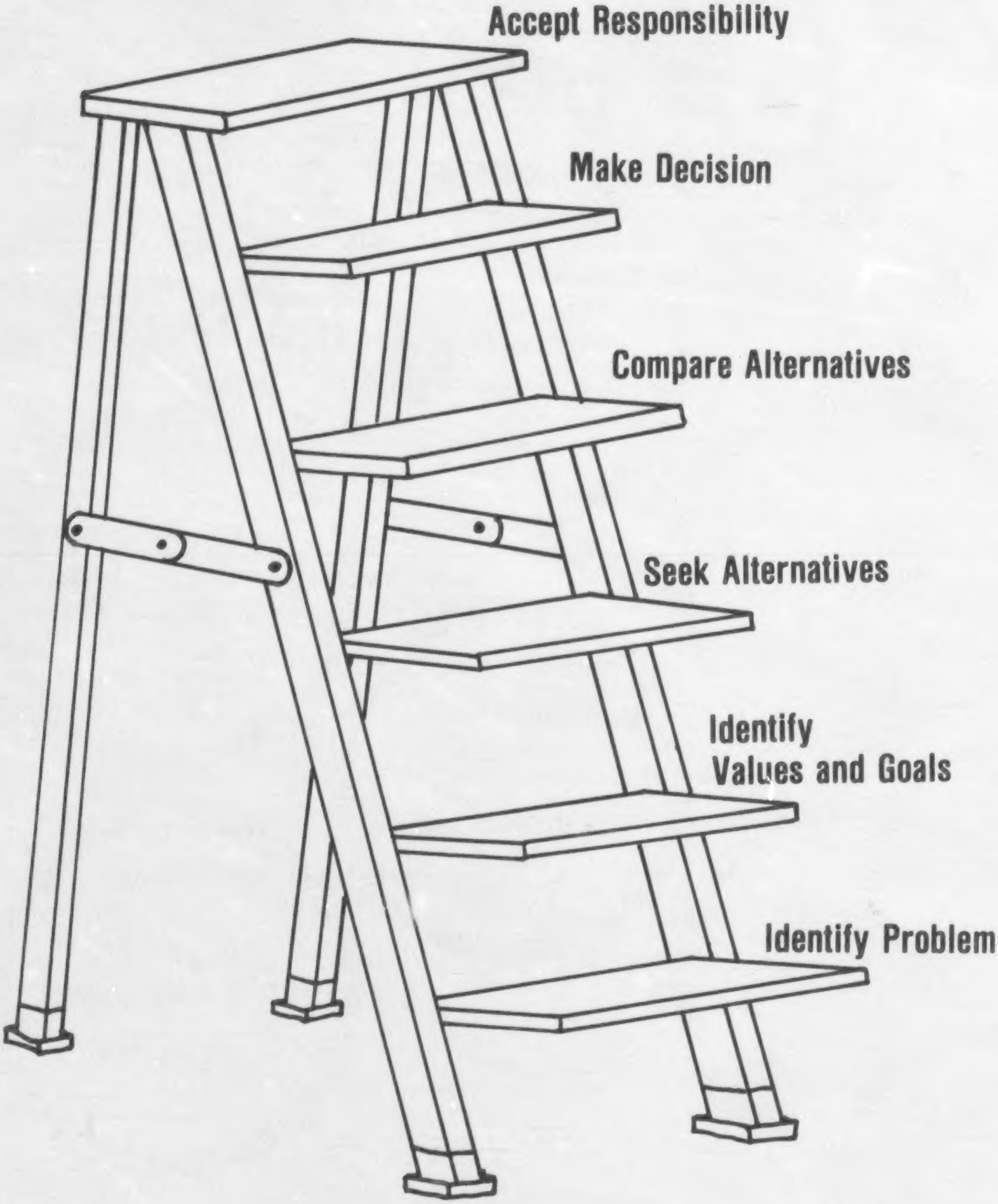
MEN ARE....

- quiet
- cold
- rational
- direct
- insensitive
- aggressive
- unsociable
- business first
- the pursuer
- intelligent
- "breadwinners"
- stronger physically
- less involved as parents
- unconcerned with personal looks

WOMEN ARE....

- vain
- coy
- pretty
- fragile
- passive
- sensitive
- pursued
- nurturing
- emotional
- homemakers
- family first
- more socialized
- talkative, gossip
- responsible for children

STEPS TO DECISION MAKING


Accept Responsibility
Make Decision
Compare Alternatives
Seek Alternatives
Identify Values and Goals
Identify Problem

CHARACTERISTICS OF A MENTALLY HEALTHY PERSON

Conscience that encourages acceptable behavior

Finds socially acceptable ways to express anger

Does not blow problems out of proportion

Generally self-confident

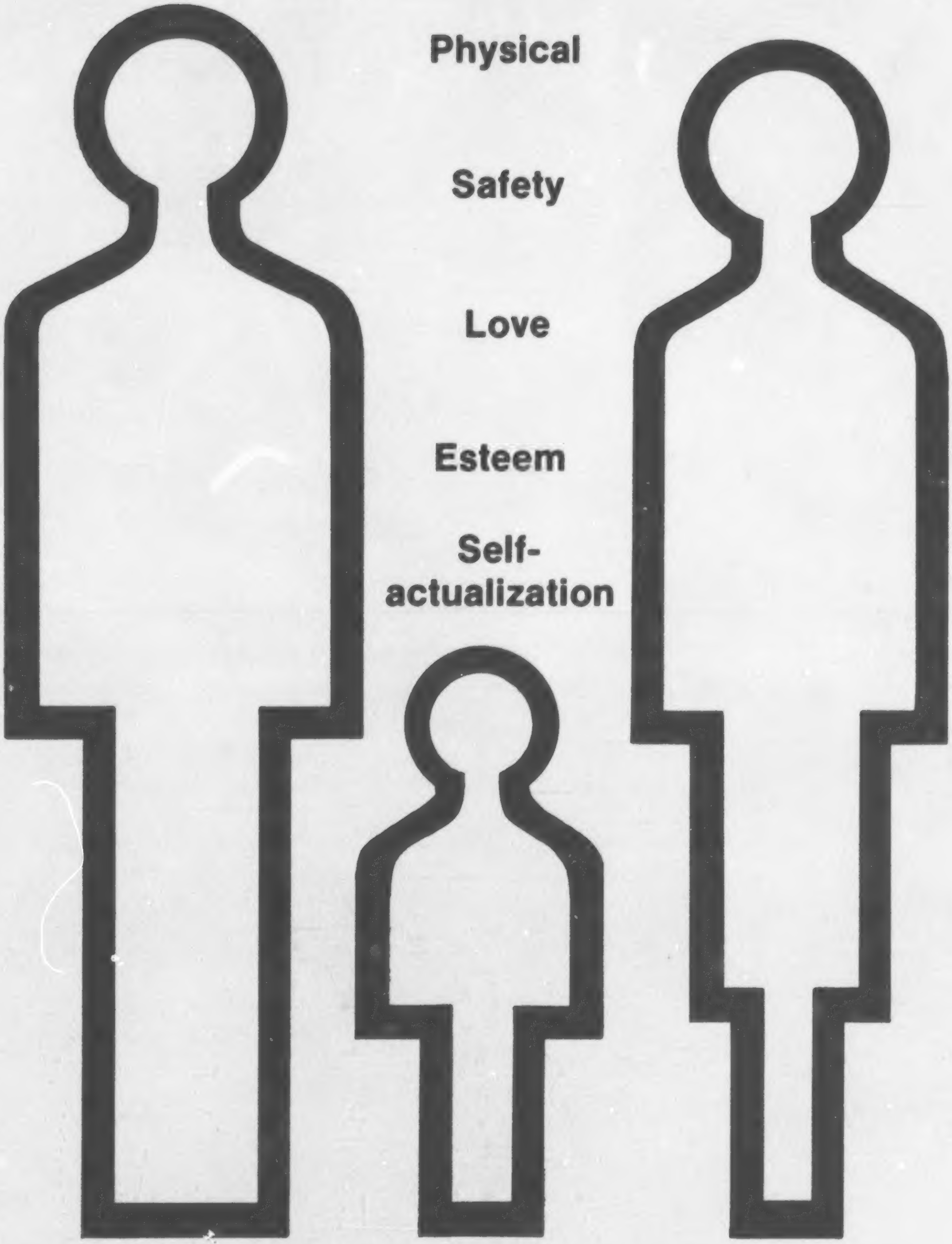
Looks for causes of unhappiness

Reasonable concern and interest in health and body

Enjoys life

Afraid only when warranted

BASIC NEEDS



Physical

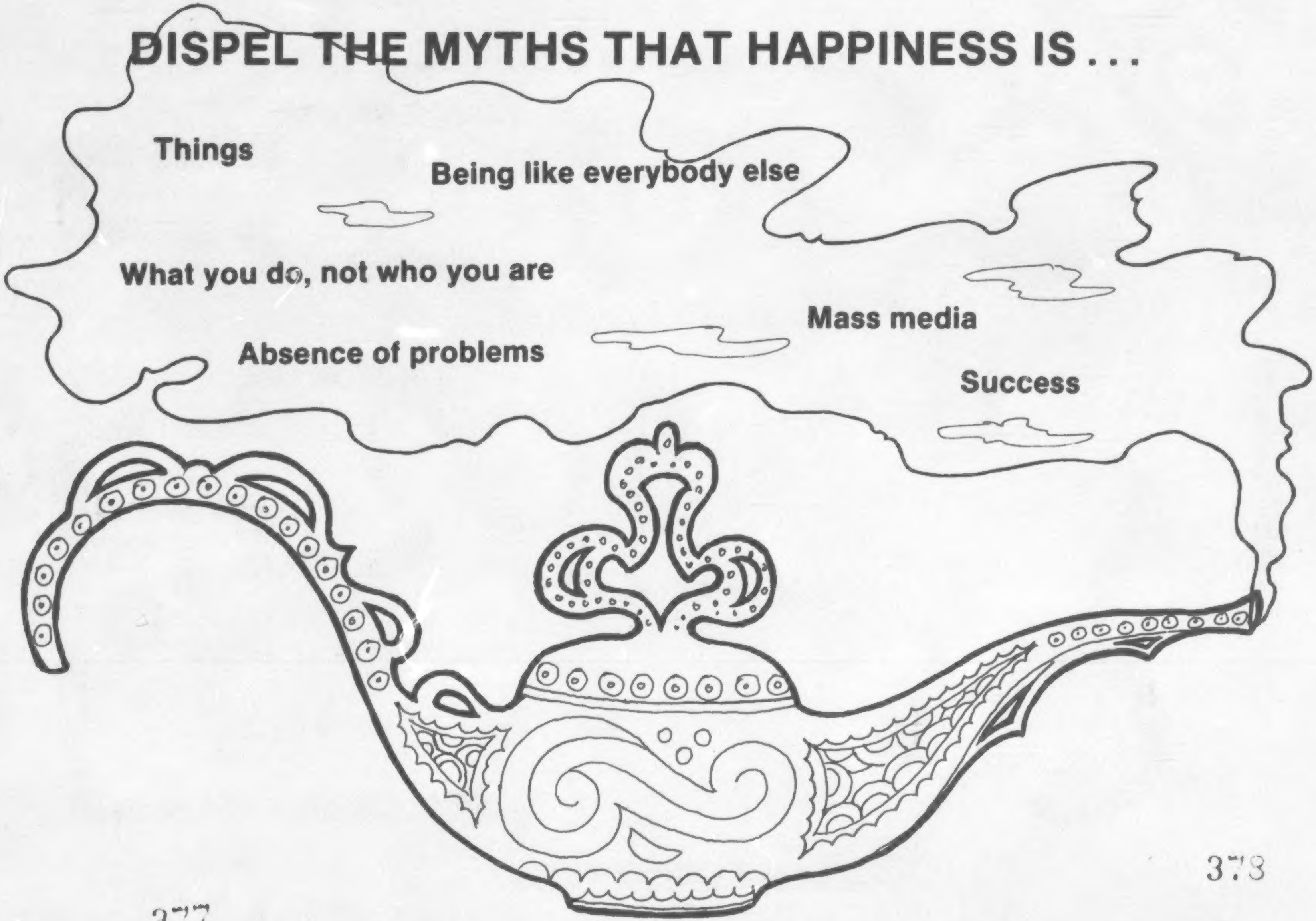
Safety

Love

Esteem

Self-actualization

DISPEL THE MYTHS THAT HAPPINESS IS . . .



Things

Being like everybody else

What you do, not who you are

Mass media

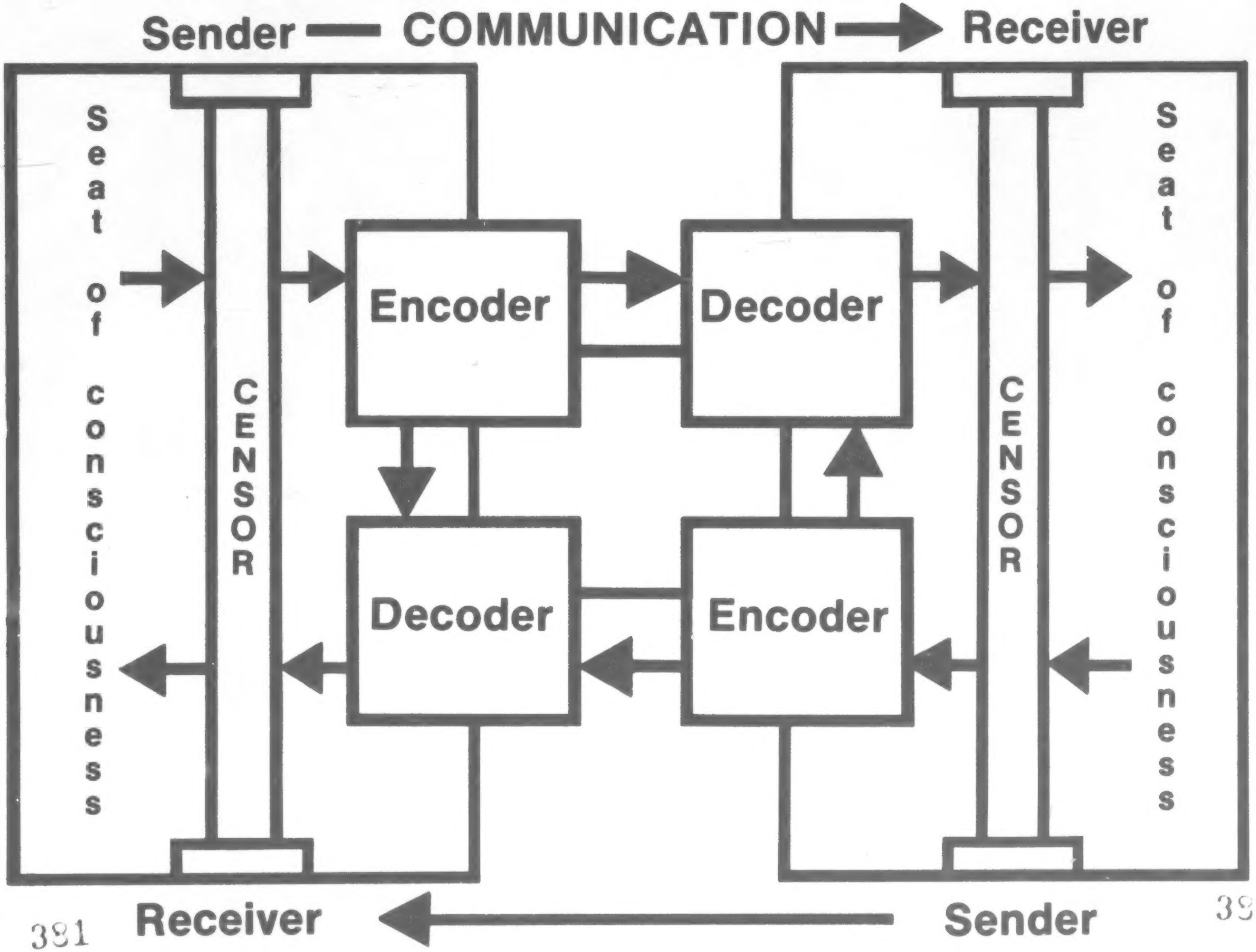
Absence of problems

Success

Characteristics of the Self-Actualizing Person

- Acceptance
  - of self
  - of others
  - of nature
  - of life
- Spontaneous
- Simple
- Natural
- Unconventional
- Able to Solve Problem

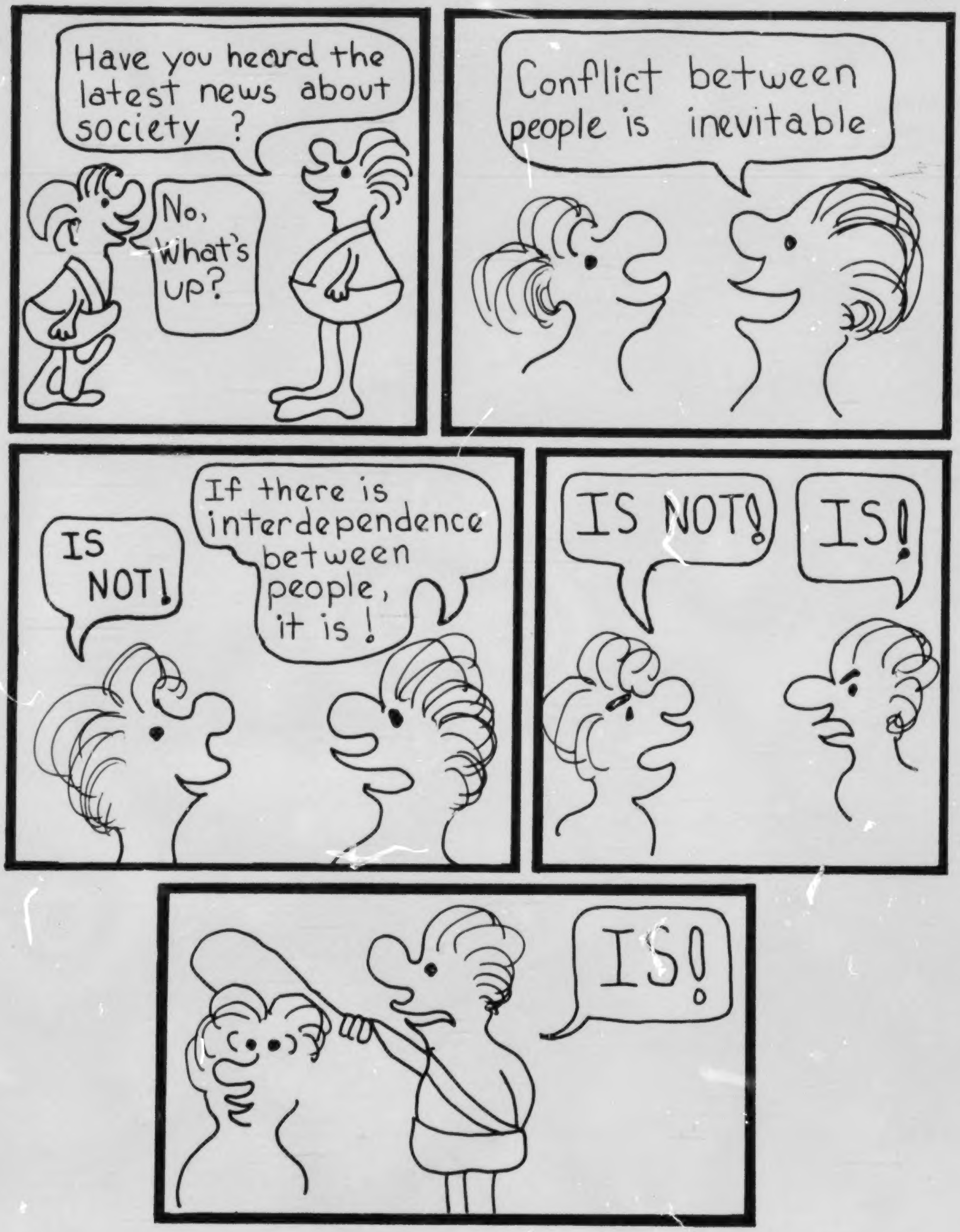
- Autonomous
- Independent
- Experiences Pleasure and Wonder
- Appreciates Beauty
- Experiences Peak Experiences
- Has Intimate Relationships with Others
- Democratic
- Philosophical
- Has Sense of Humor
- Creative


Sender — COMMUNICATION → Receiver
Seat of consciousness
CENSOR
Encoder
Decoder
Decoder
Encoder
CENSOR
Seat of consciousness
Receiver ← Sender

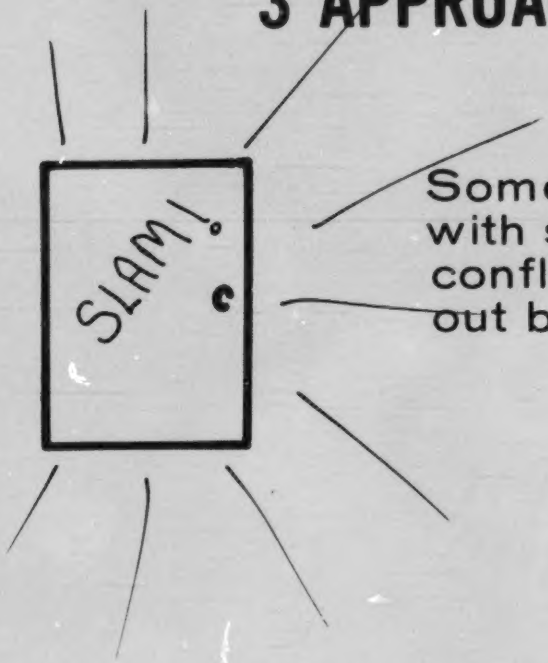
THE PROCESS OF NONVERBAL COMMUNICATION

1. Become aware of your own communication through body language
2. Become aware of the body language of others
3. Identify different aspects of nonverbal communication
    - physical appearance
    - facial expressions
    - posture
    - ways of movement
    - grunts, groans, yawns

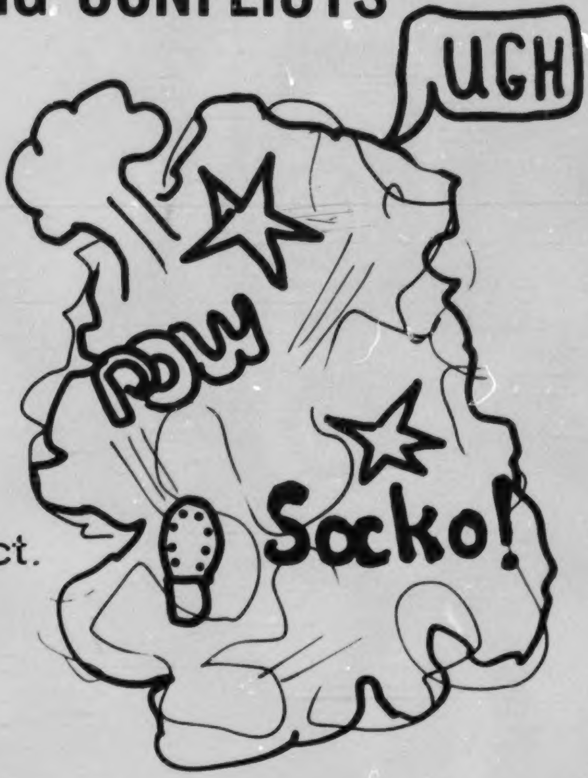
CONFLICT


Have you heard the latest news about society ?
No, what's up?
Conflict between people is inevitable
IS NOT!
If there is interdependence between people, it is !
IS NOT!
IS!
IS!

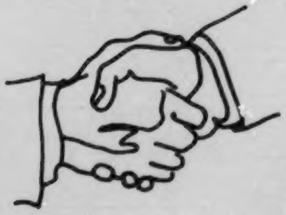
3 APPROACHES TO RESOLVING CONFLICTS



Some can't cope with situations of conflict, and cop-out by leaving.

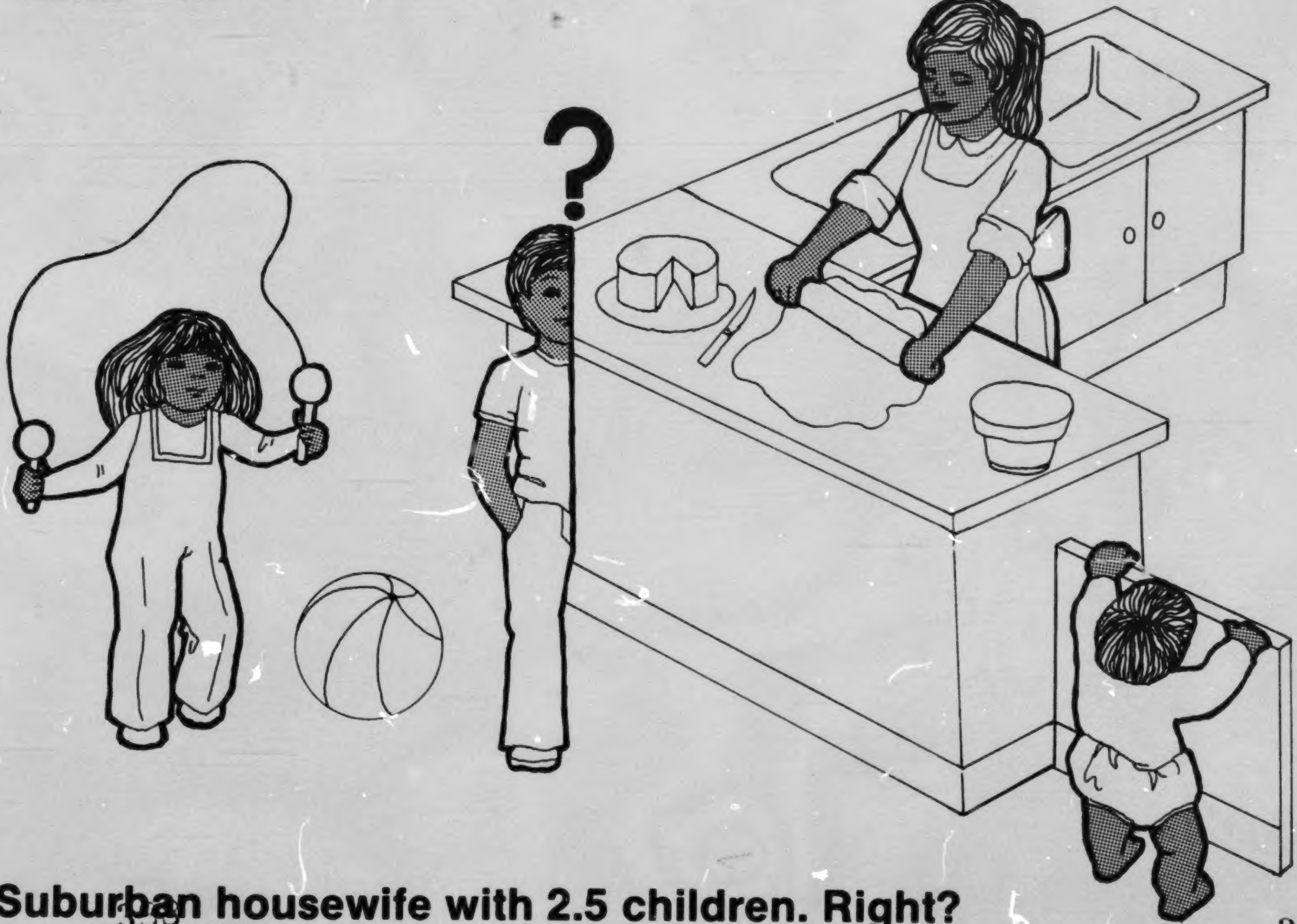


Others over-react.



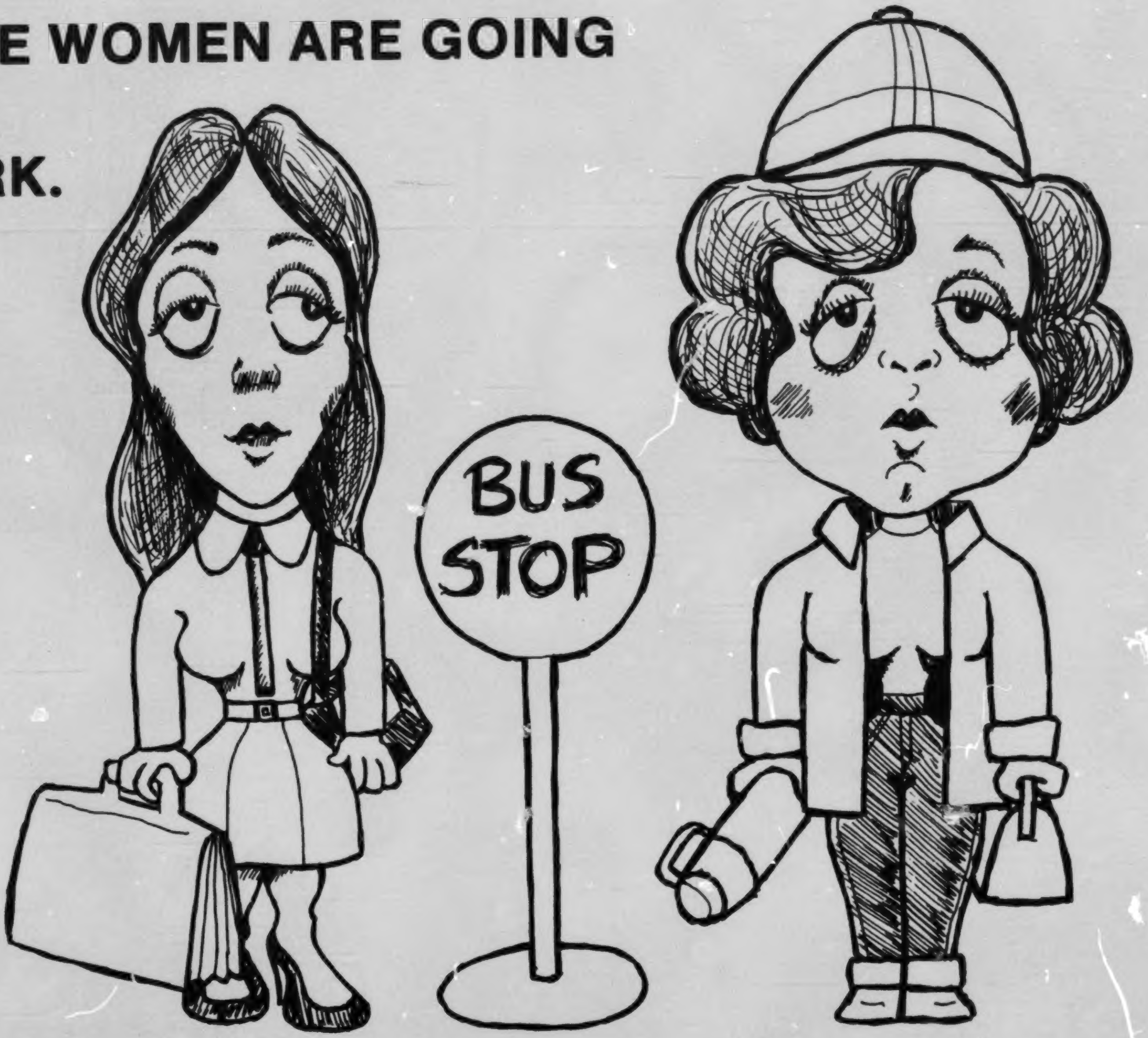
Resolution of conflict is only possible through effort from both partners.

WHAT IS A HOMEMAKER?



A Suburban housewife with 2.5 children. Right?

MORE WOMEN ARE GOING TO WORK.

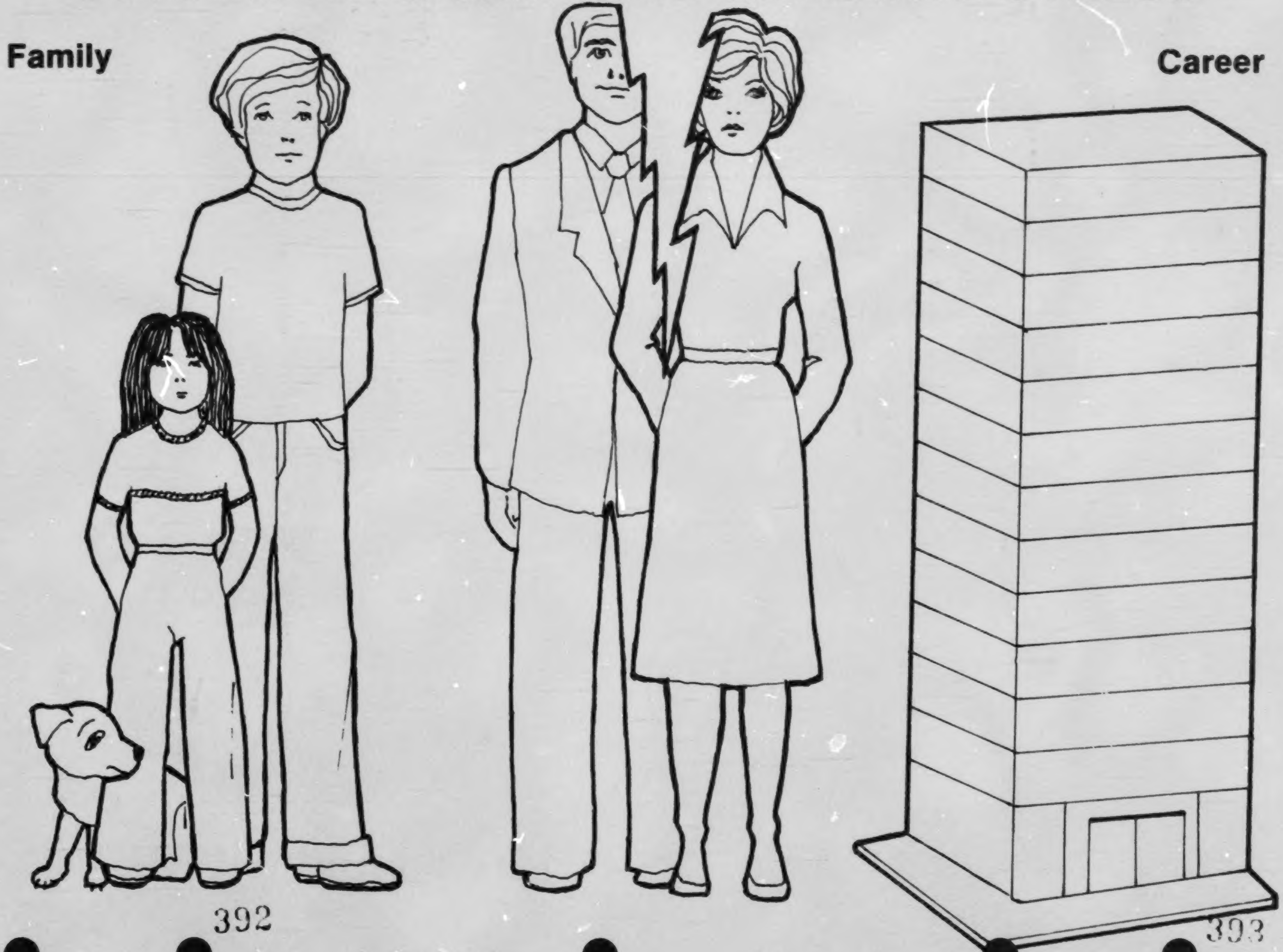


363

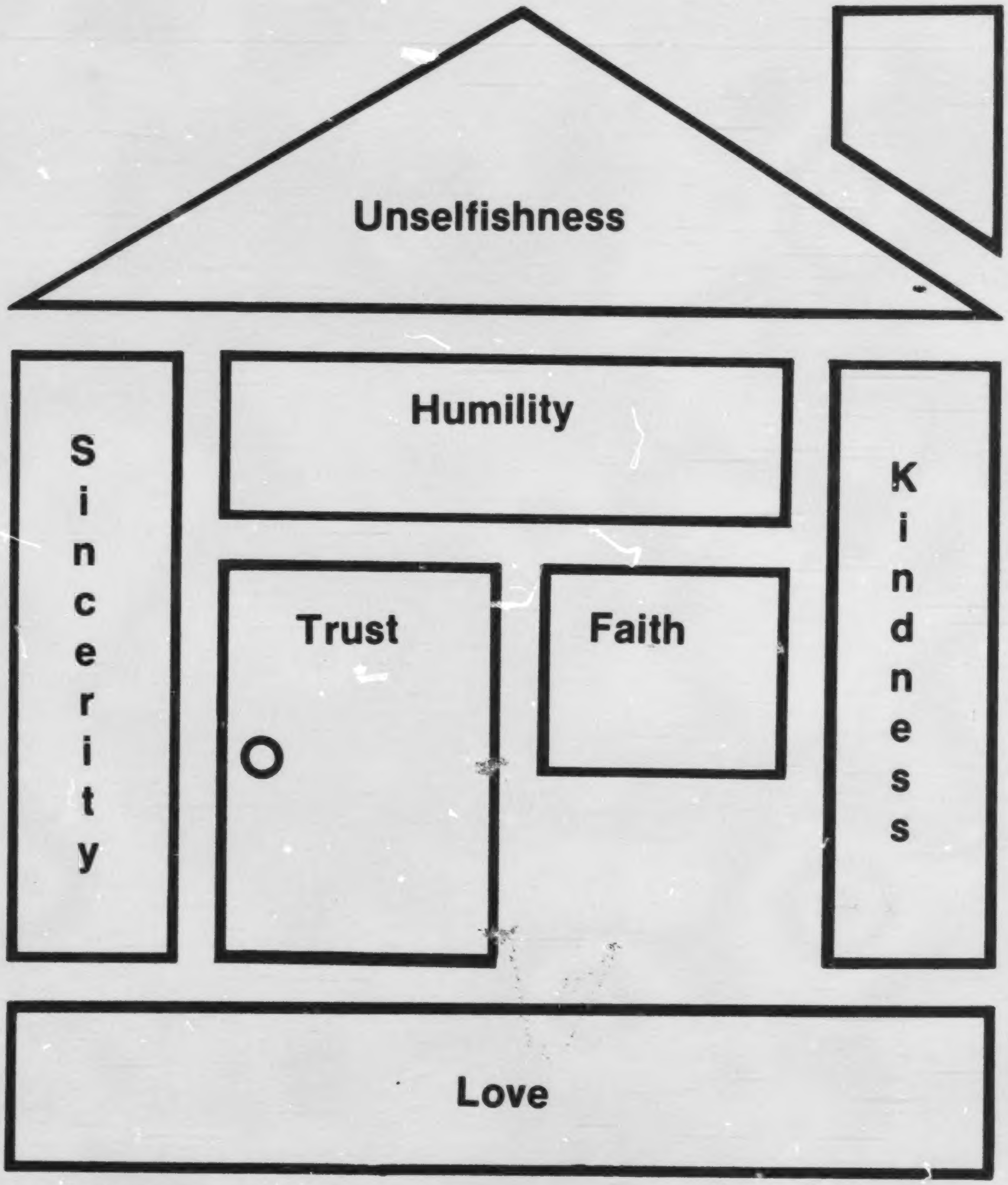
CONFLICTING DEMANDS GENERATE STRESS

Family

Career



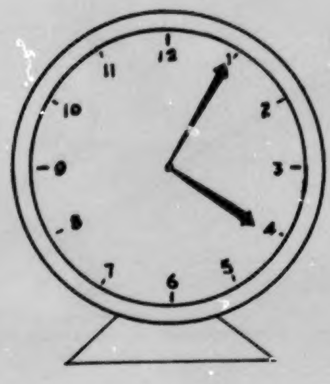
MATERIALS FOR BUILDING A HOME

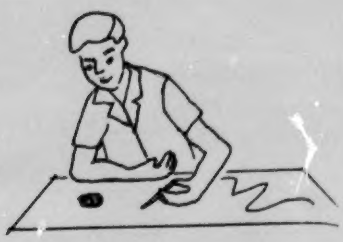

Unselfishness
Humility
Sincerity
Kindness
Trust
Faith
Love

RESOURCES
(Transparency)

HUMAN RESOURCES

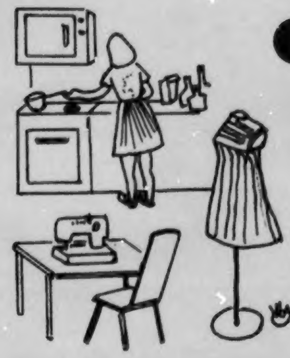
Time

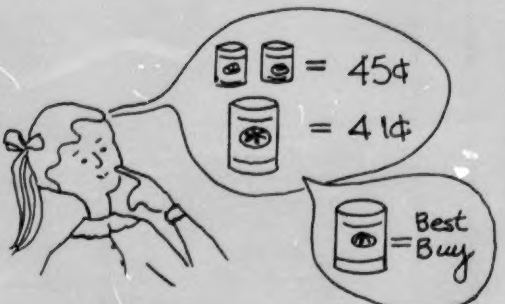




Knowledge

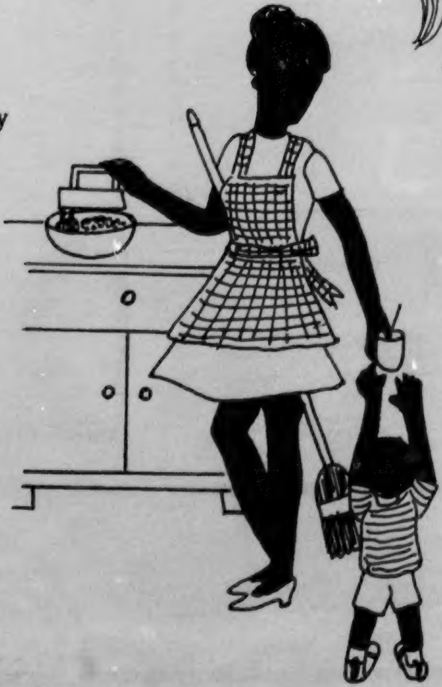
Skills and Abilities

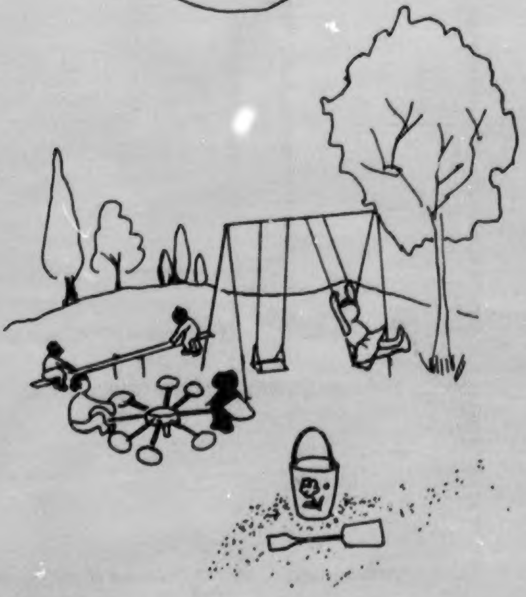



= 45¢
= 41¢
= Best Buy

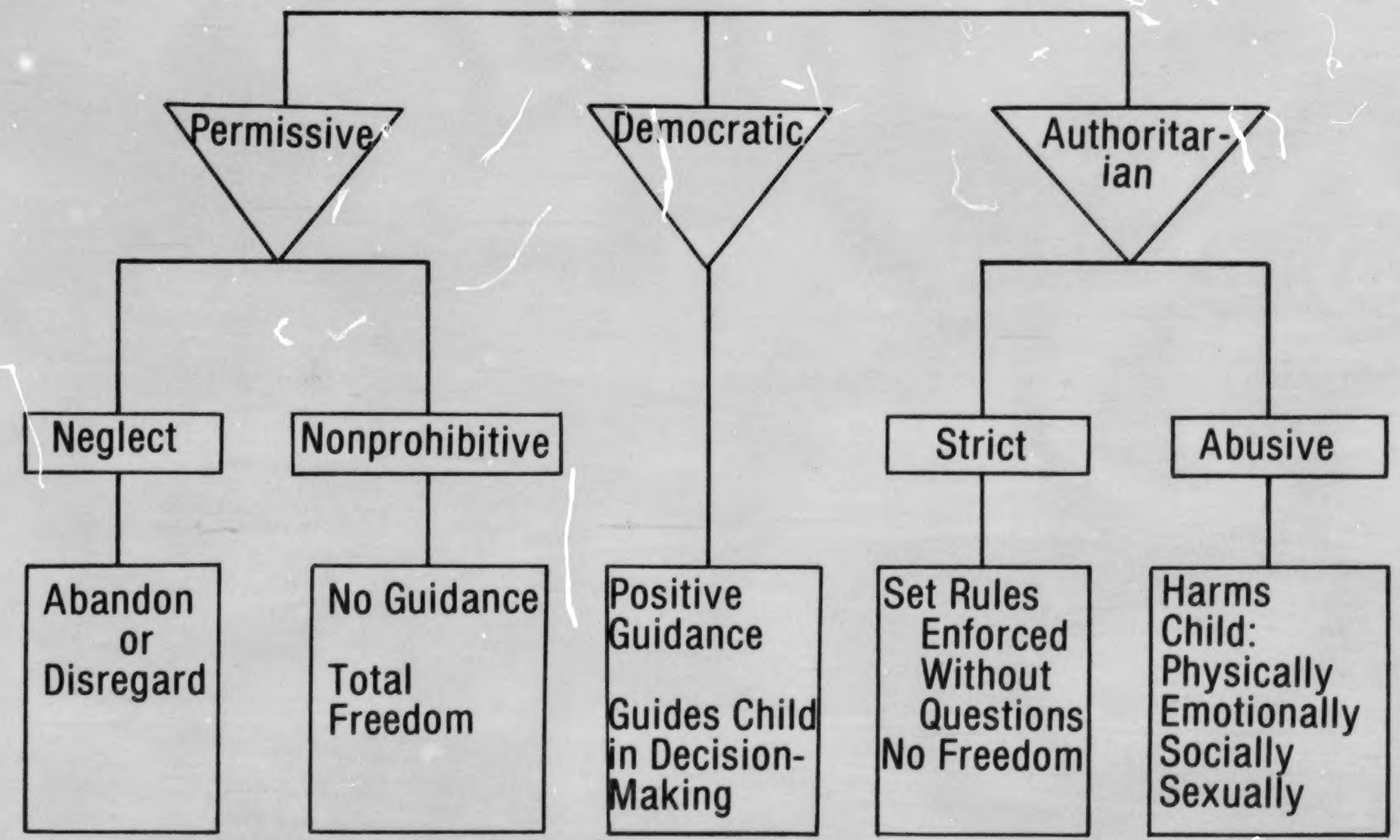
Services

Energy





DISCIPLINE



Permissive

- Neglect
  - Abandon or Disregard
- Nonprohibitive
  - No Guidance
  - Total Freedom

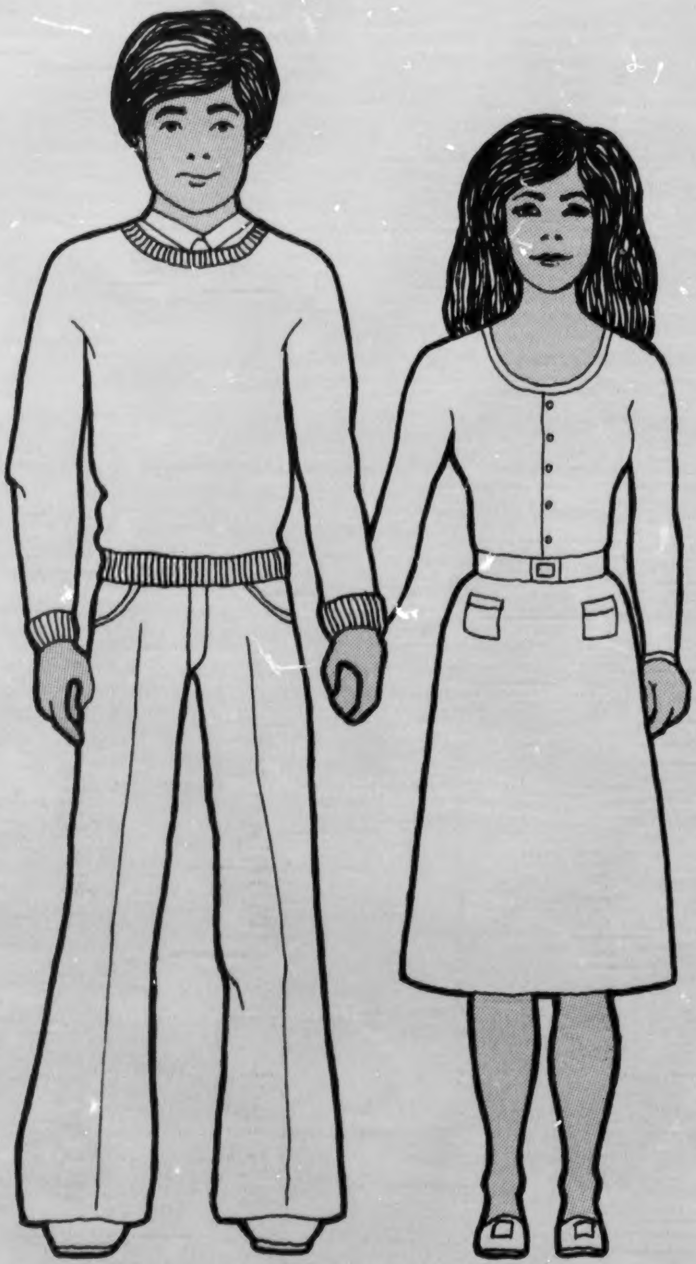
Democratic

- Positive Guidance
- Guides Child in Decision-Making

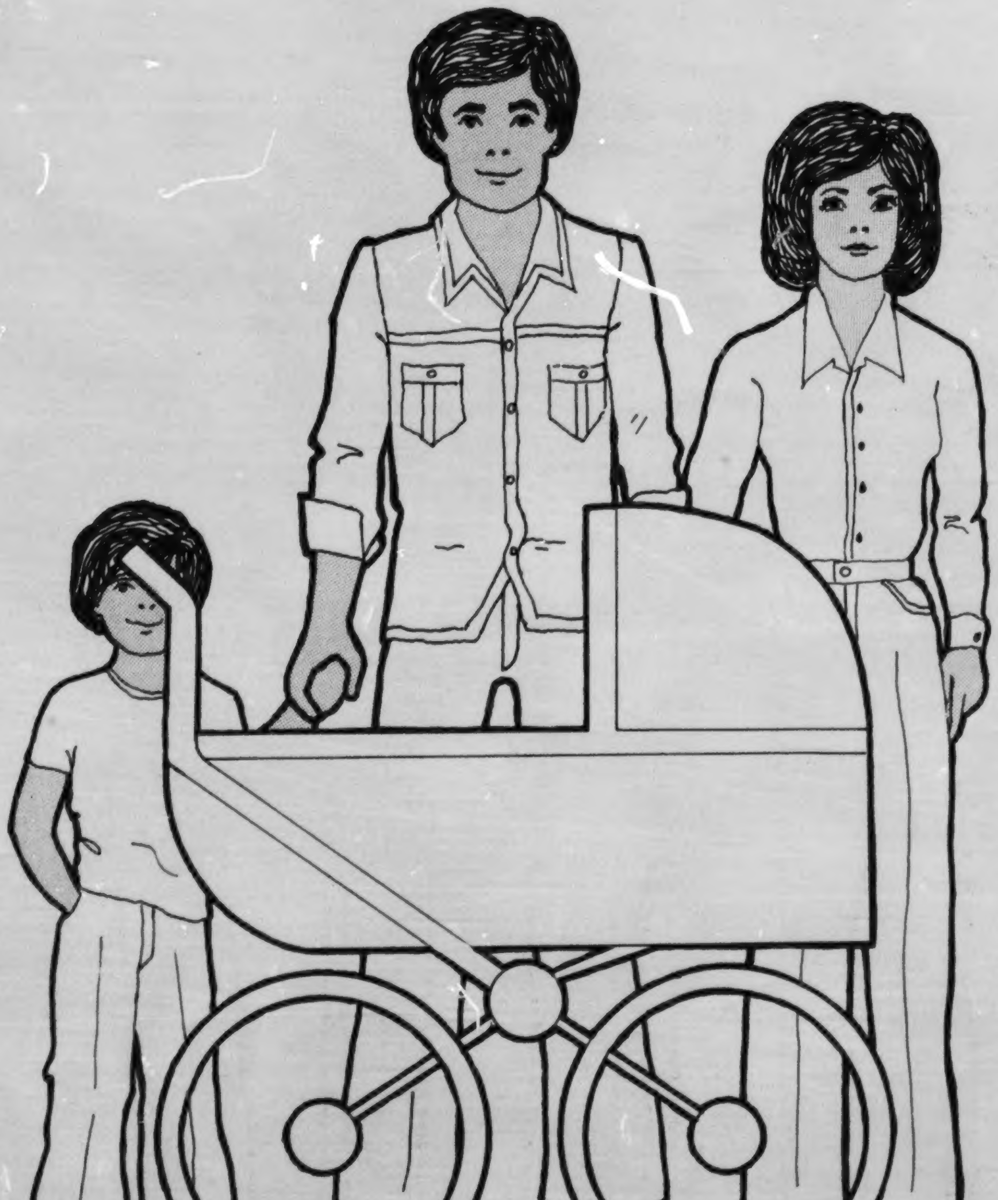
Authoritarian

- Strict
  - Set Rules Enforced Without Questions
  - No Freedom
- Abusive
  - Harms Child: Physically Emotionally Socially Sexually

BEGINNING



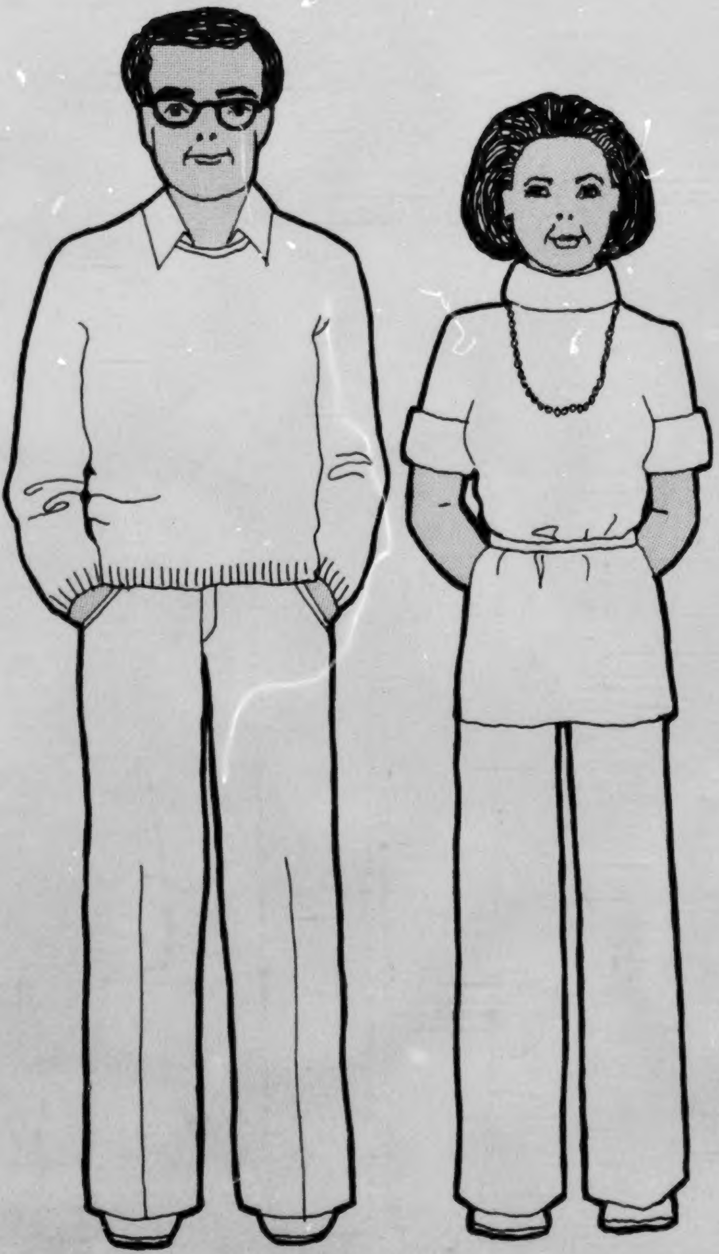
EXPANDING



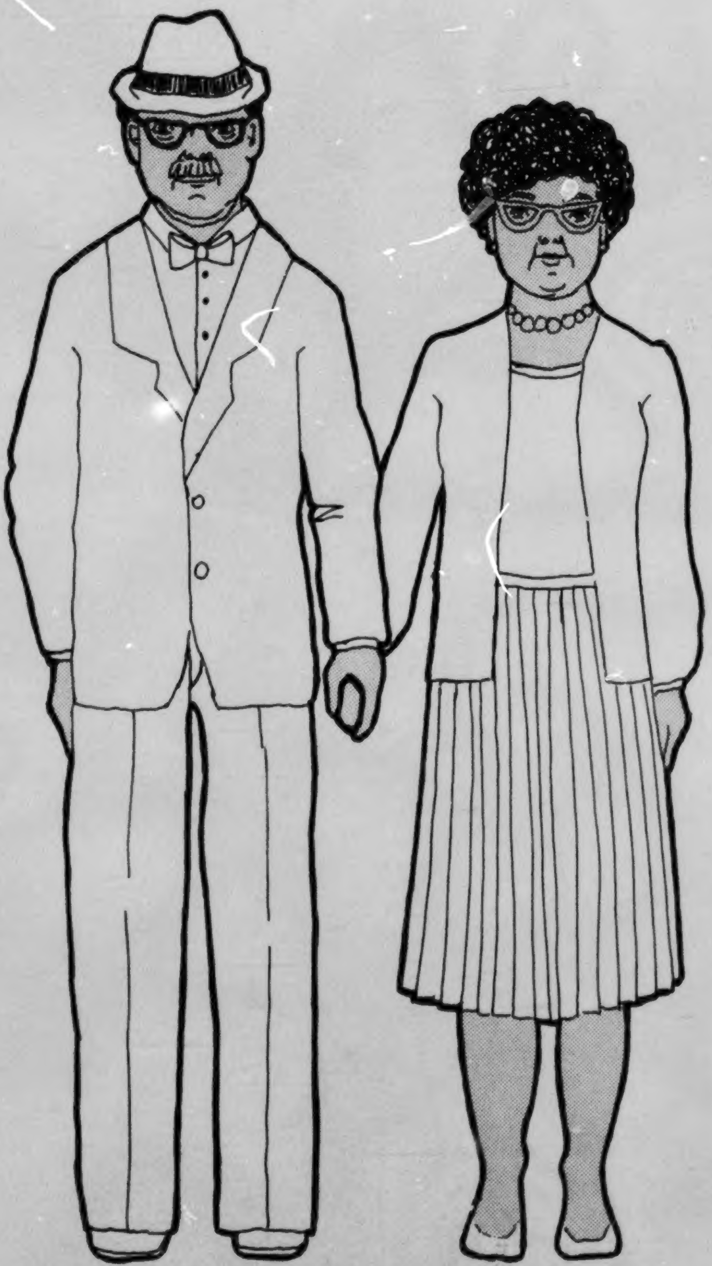
DEVELOPING

LAUNCHING

MIDDLE YEARS



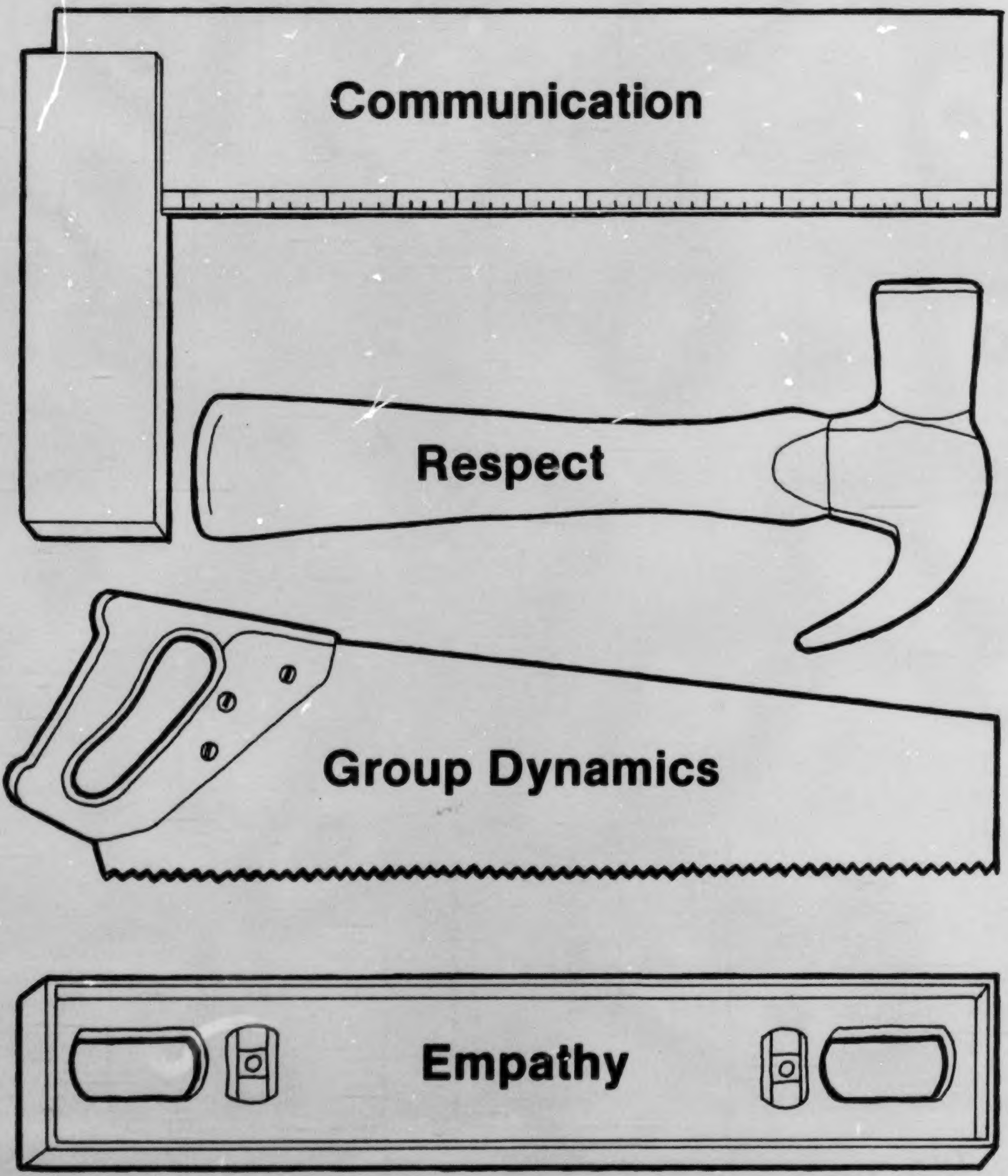
AGING
(COUPLE)



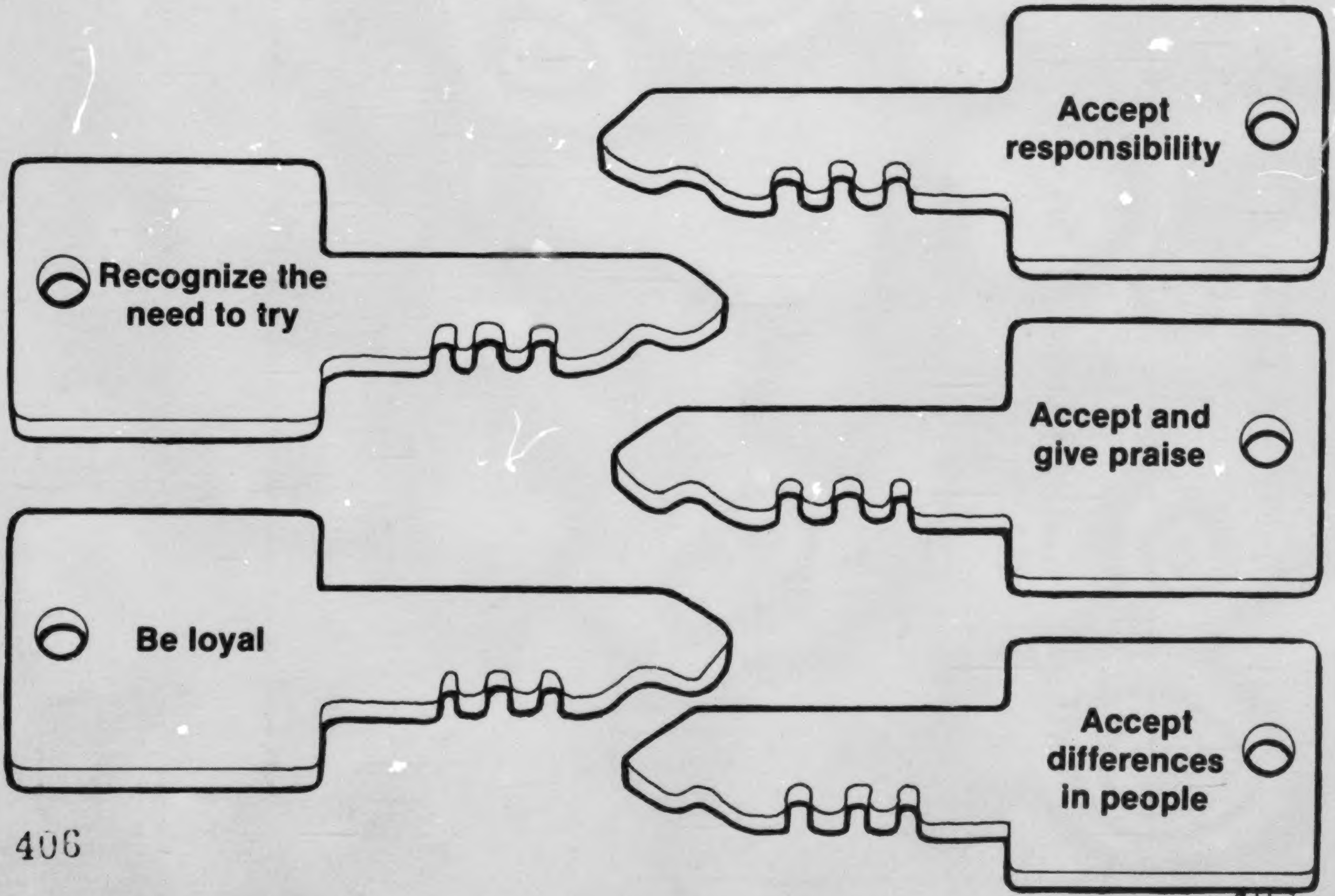
AGING
(SURVIVING SPOUSE)

404

HUMAN RELATIONS TOOLS


Communication
Respect
Group Dynamics
Empathy

KEYS FOR HUMAN RELATIONS



Recognize the need to try

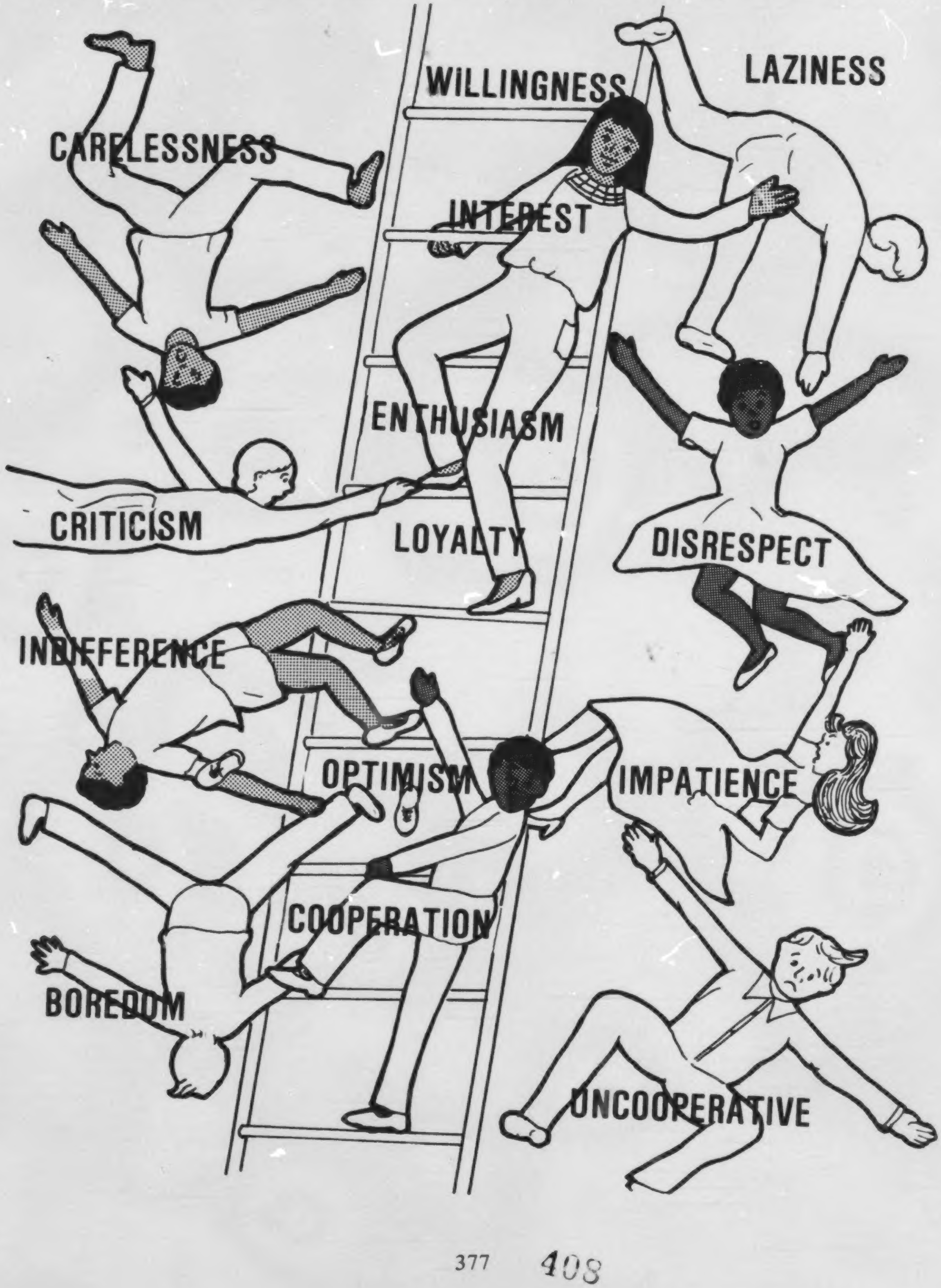
Accept responsibility

Accept and give praise

Be loyal

Accept differences in people

ATTITUDES FOR SUCCESS

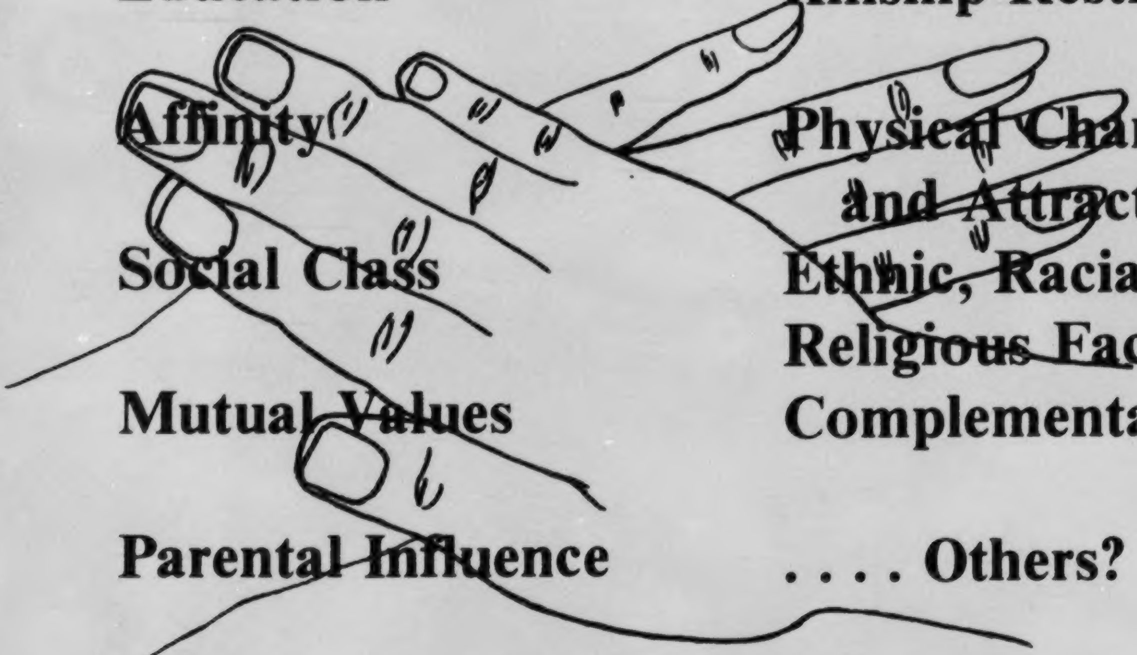

WILLINGNESS
LAZINESS
CARELESSNESS
INTEREST
ENTHUSIASM
CRITICISM
LOYALTY
DISRESPECT
INDIFFERENCE
OPTIMISM
IMPATIENCE
COOPERATION
BOREDOM
UNCOOPERATIVE

REASONS FOR REMAINING SINGLE

- INDEPENDENCE
- FREEDOM
- OPPORTUNITIES TO MEET PEOPLE
- VARIED RELATIONSHIPS

- PERSONAL DEVELOPMENT
- SELF-SUFFICIENCY
- ECONOMIC AUTONOMY
- EMOTIONAL AUTONOMY
- MOBILITY

FACTORS AFFECTING MATE SELECTION



Age

Education

Affinity

Social Class

Mutual Values

Parental Influence

"Ideal Mate Image"

Personality

Kinship Restrictions

Physical Characteristics and Attraction

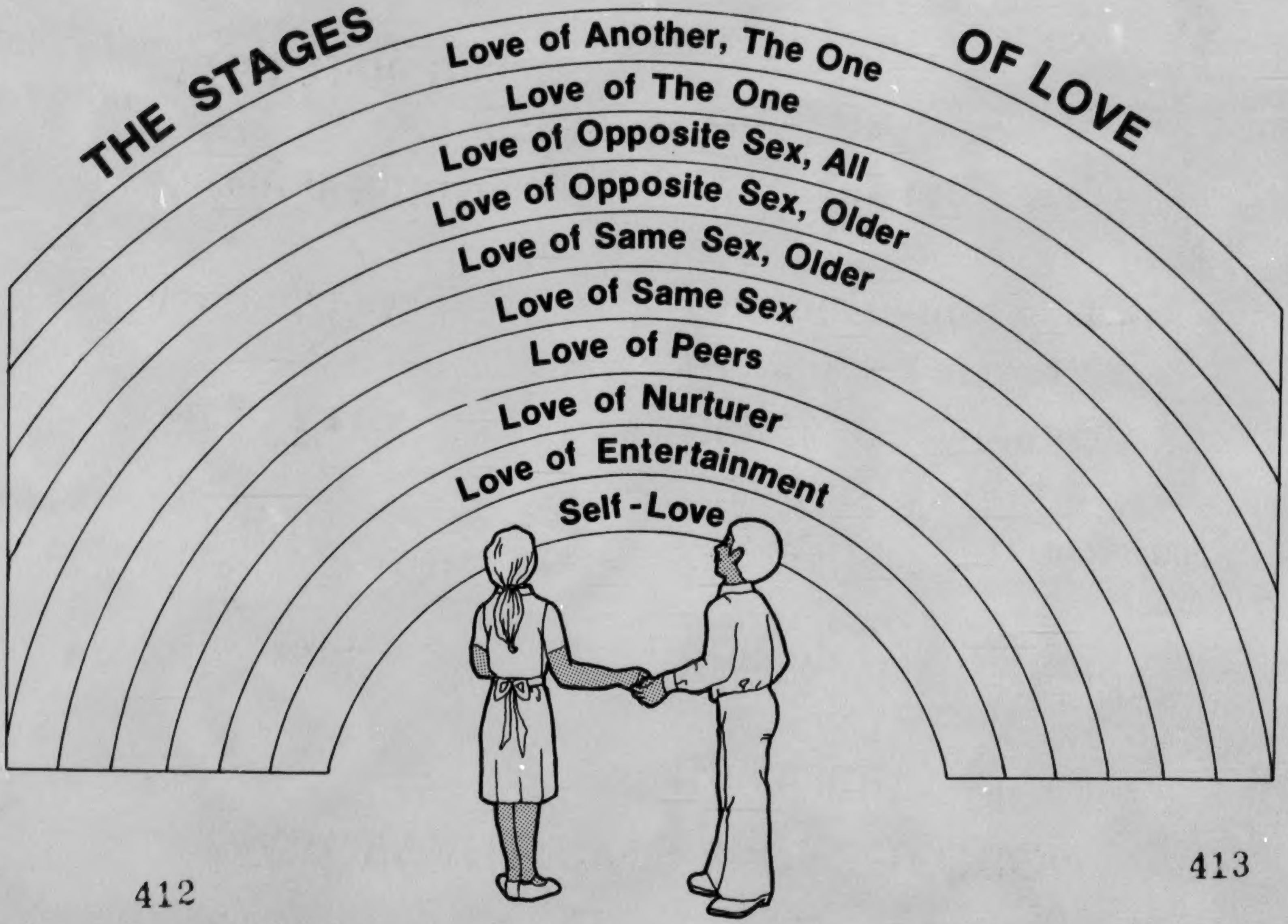
Ethnic, Racial, and Religious Factors

Complementary Needs

. . . . Others?

- - - - -

THE STAGES OF LOVE


Love of Another, The One
Love of The One
Love of Opposite Sex, All
Love of Opposite Sex, Older
Love of Same Sex, Older
Love of Same Sex
Love of Peers
Love of Nurturer
Love of Entertainment
Self-Love

BASIC TASKS OF FAMILIES

—Provision for physical care and development

—Provision for cognitive development

—Provision for emotional development

—Socialization of family members and maintenance of order

—Placement and involvement of members in larger society

—Allocation of resources

—Division of labor

—Reproduction, recruitment, and release of family members

QUALITY PARENTS

1. Physical Health
2. Mental Health
3. Emotional Stability
4. Financial Stability

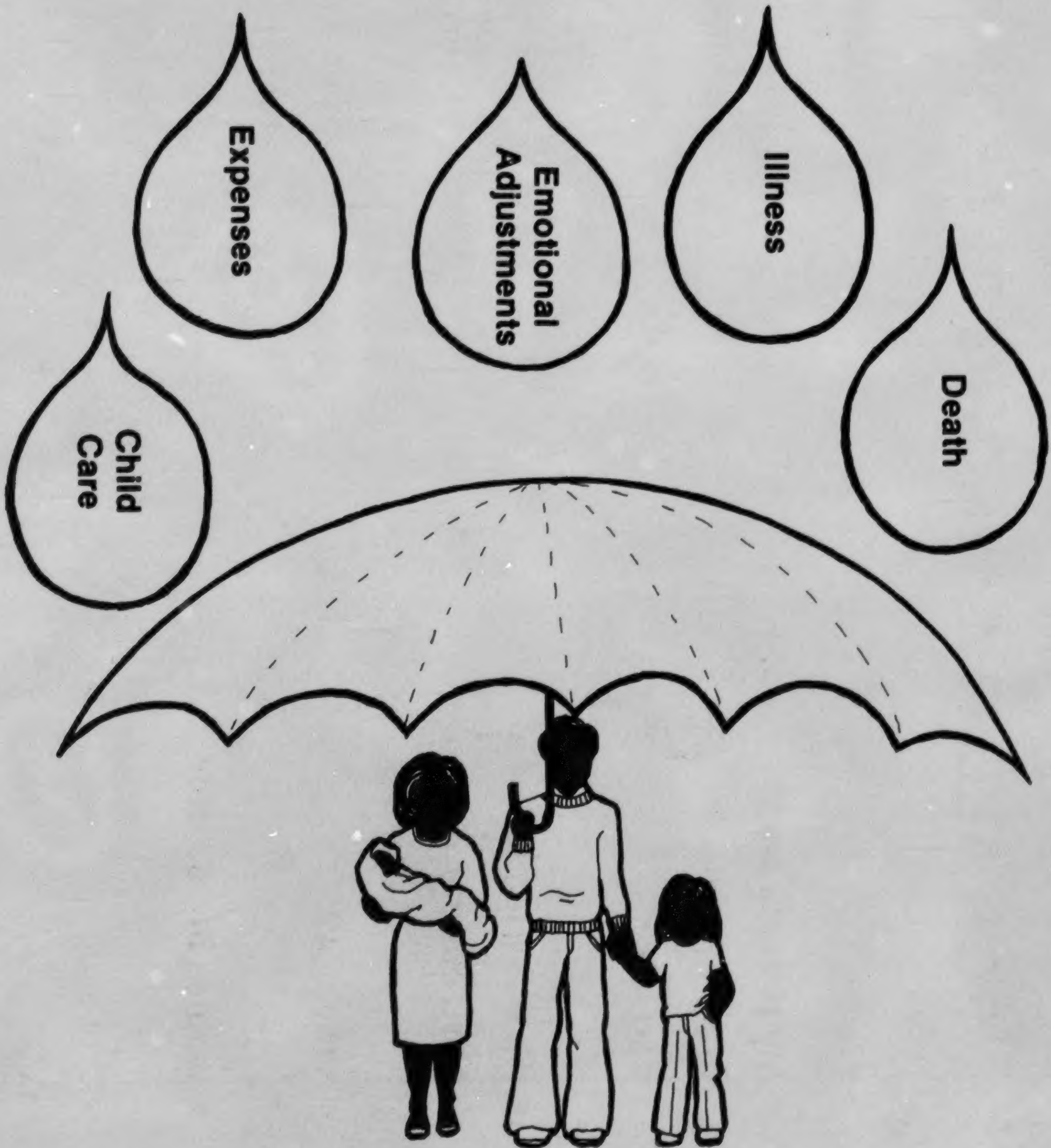
FOR ALL THE WRONG REASONS

- My parents want to be grandparents
- All our friends have children
- Why not?
- Babies are so cute

- I feel strong around a small child
- A baby will help us stay together
- We'll always feel young
- We have the money

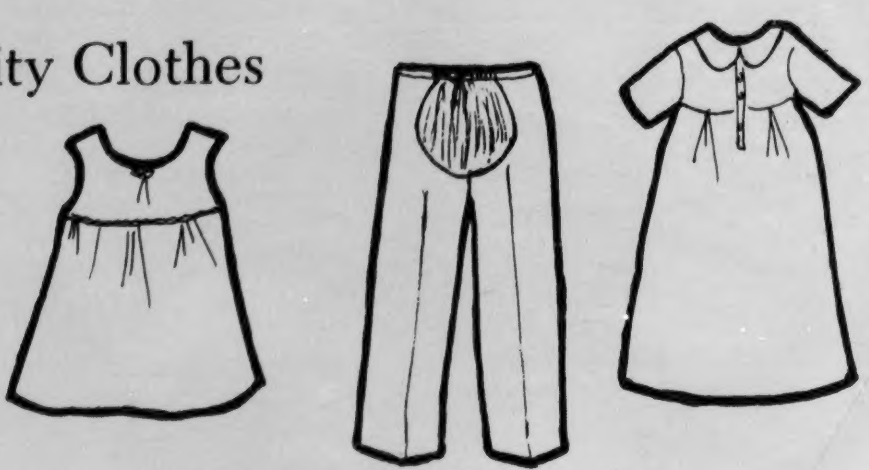
PROBLEMS AND CRISES OF FAMILIES WITH SMALL CHILDREN

A Little Rain May Fall

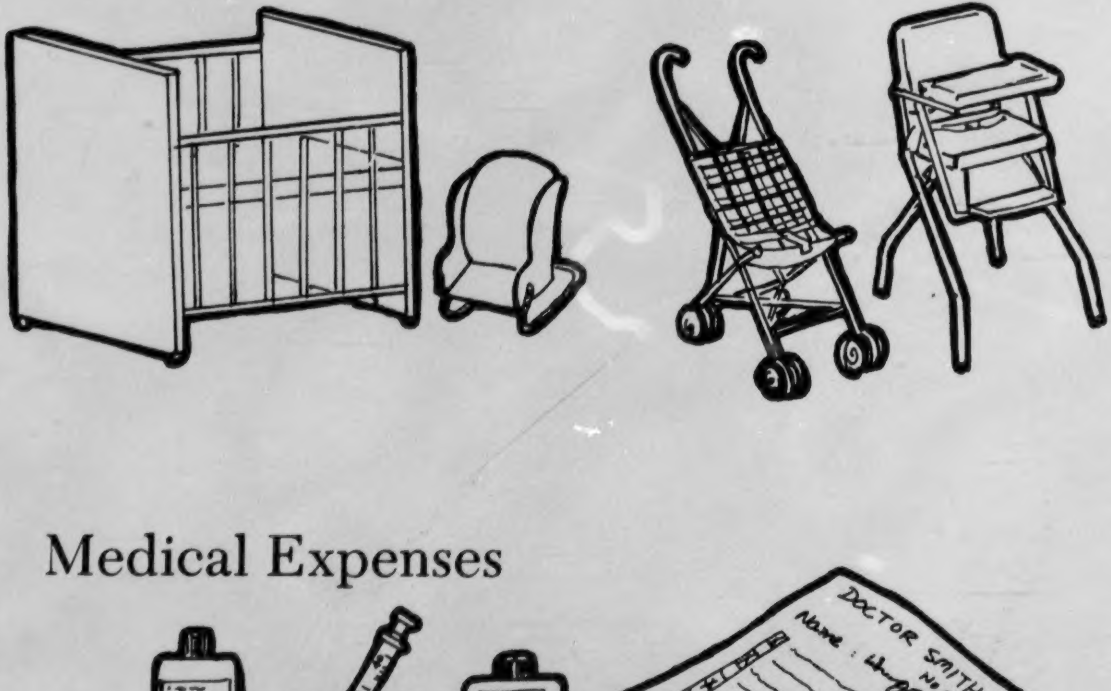

Expenses
Emotional Adjustments
Illness
Child Care
Death

EXPENSES OF HAVING A CHILD

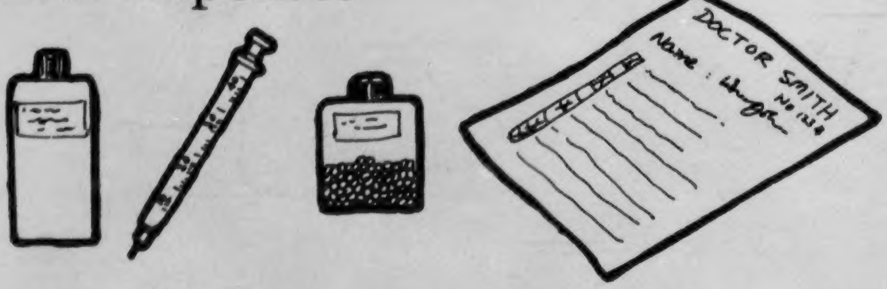
Maternity Clothes



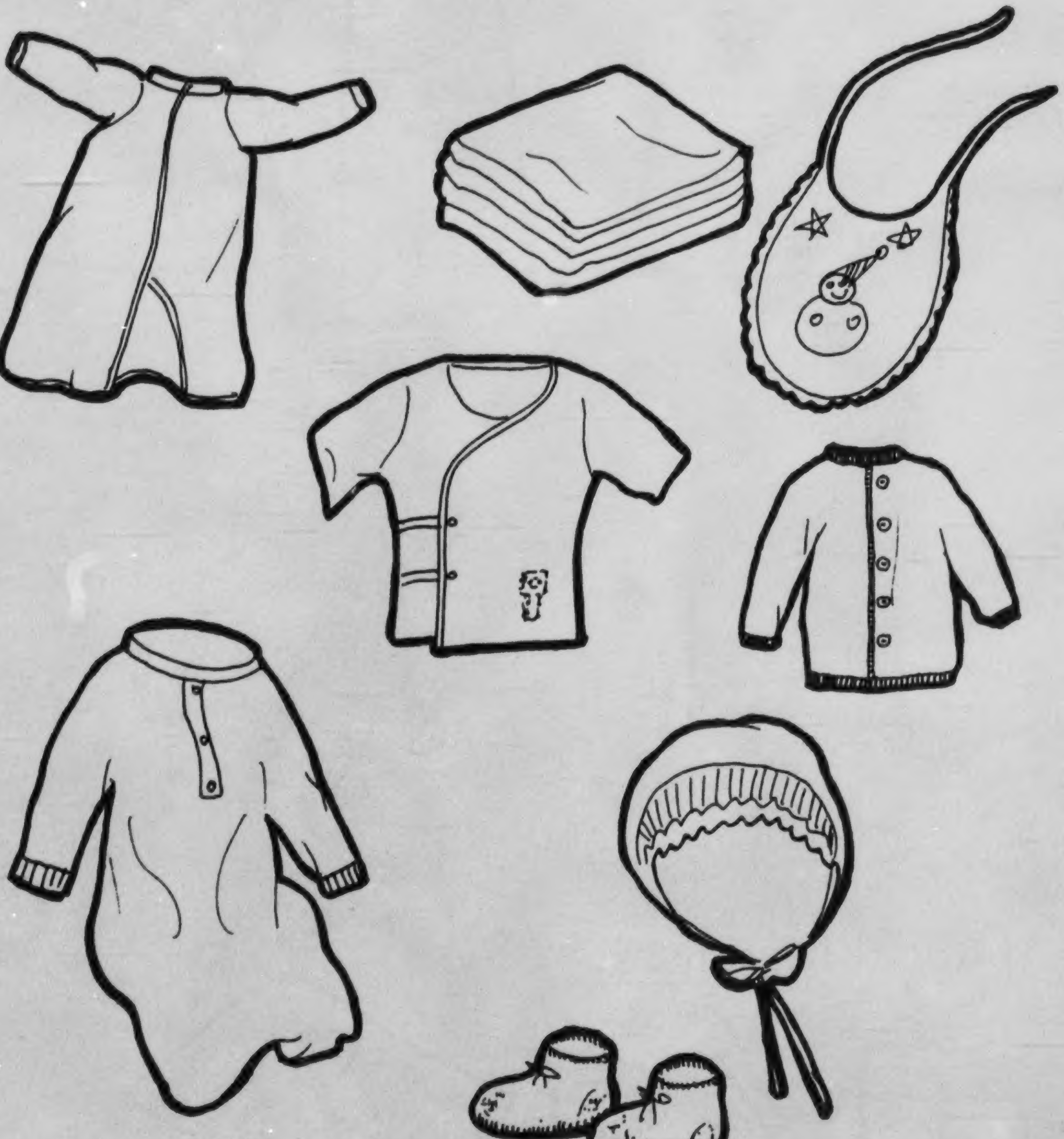
Equipment and Supplies for Baby



Medical Expenses

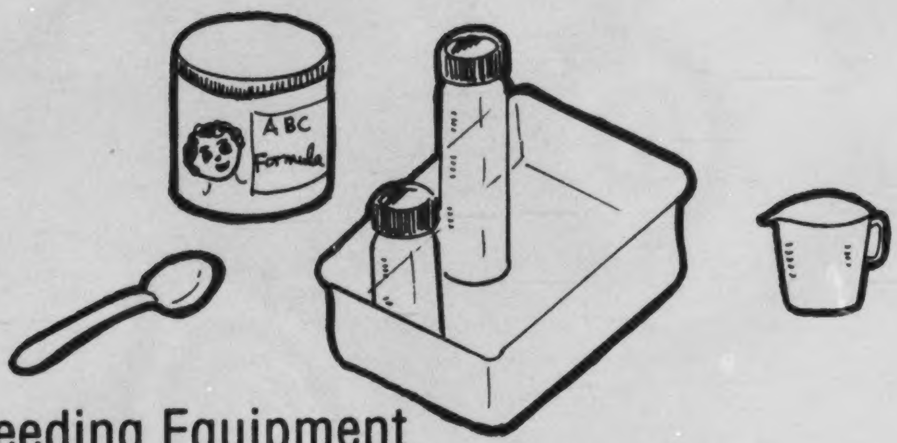

DOCTOR SMITH
No 1234
Name :

ESSENTIALS FOR BABY

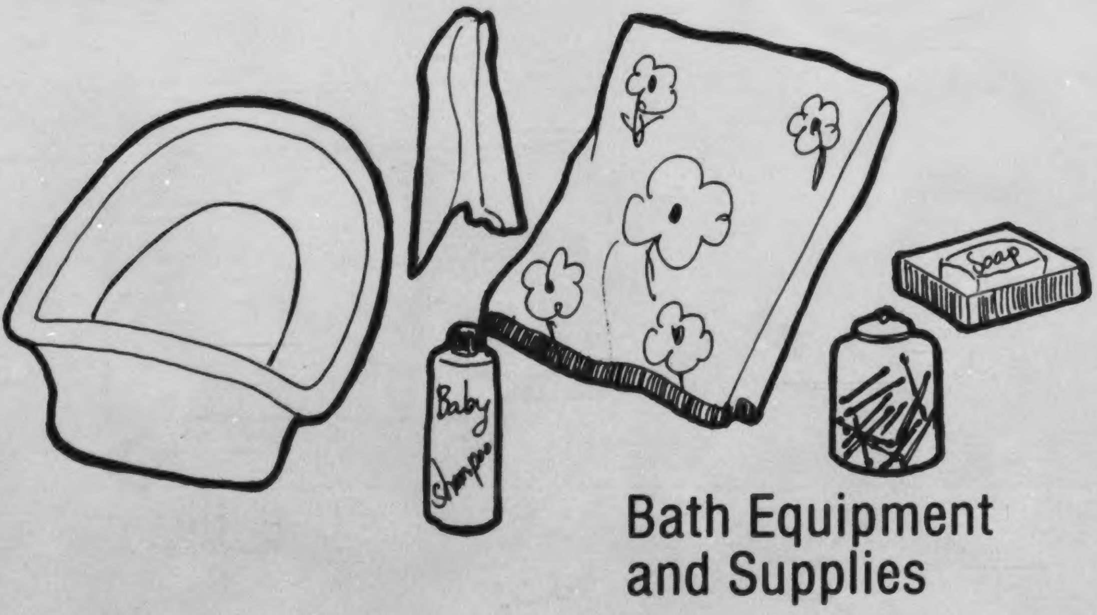


Layette

ESSENTIALS FOR BABY

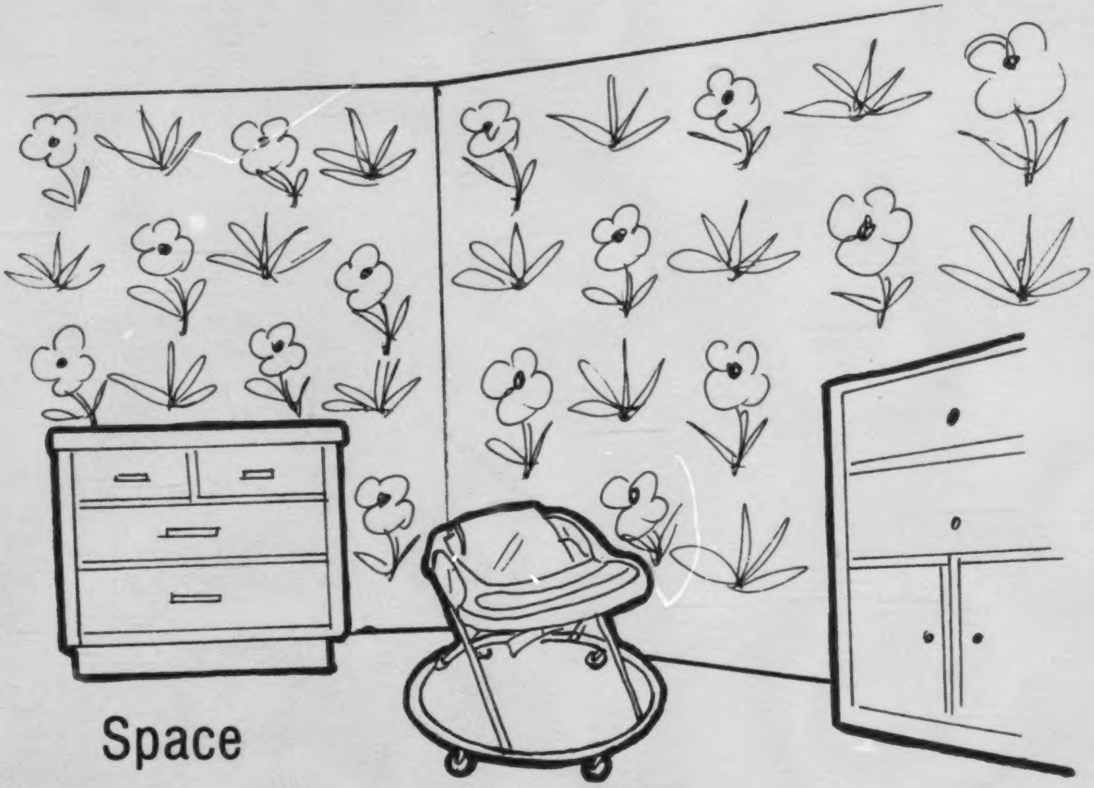

ABC
Formula

Feeding Equipment
and Supplies

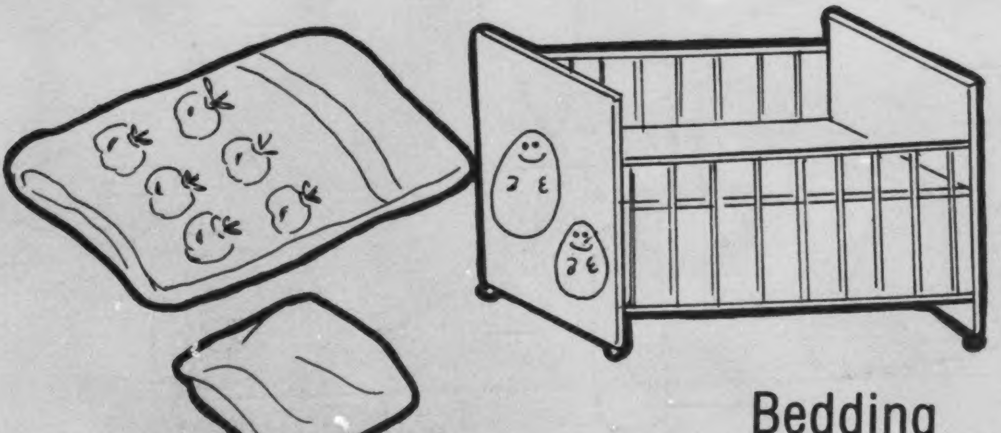

Soap
Baby
Shampoo

Bath Equipment
and Supplies

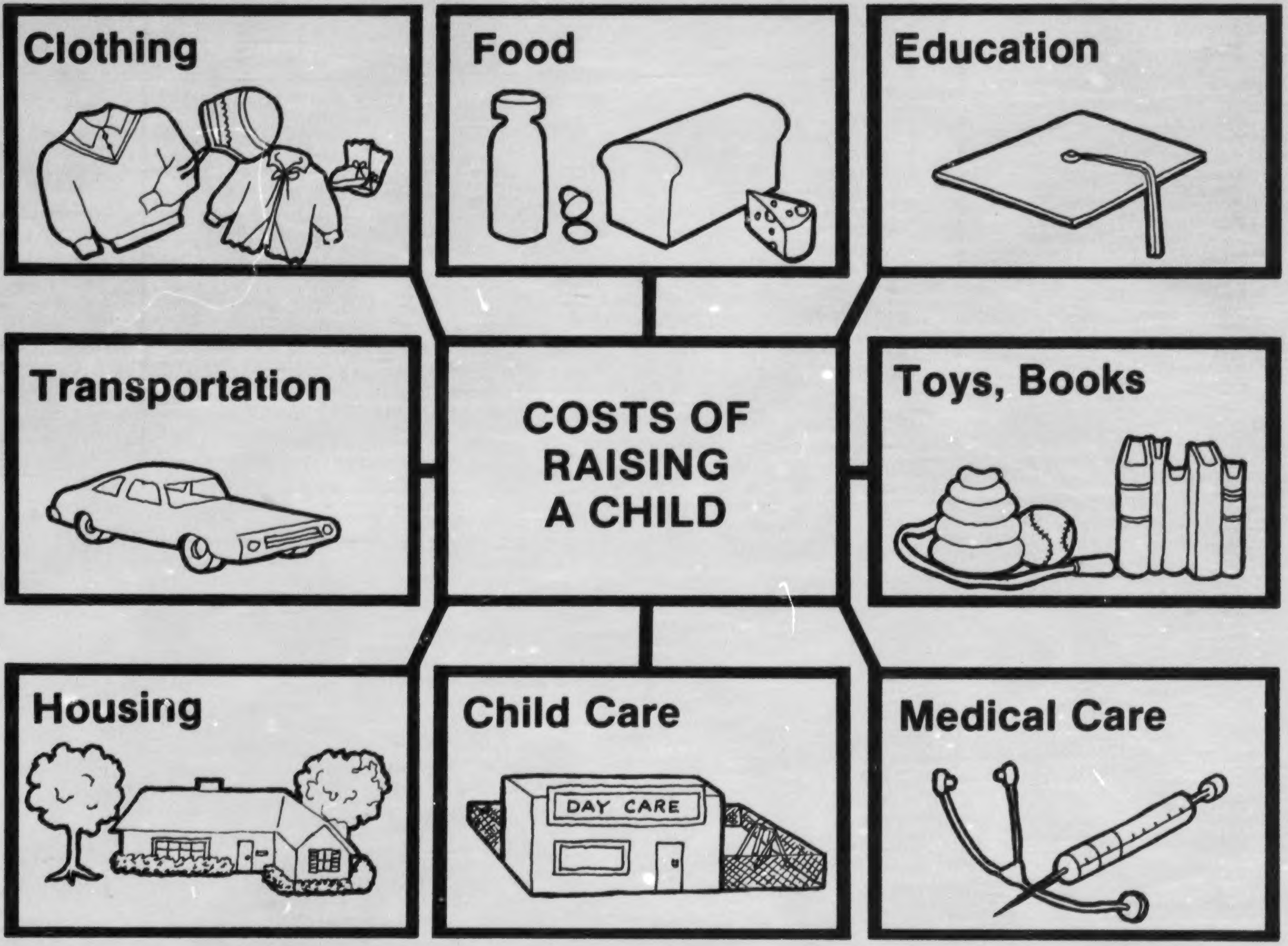
ESSENTIALS FOR BABY



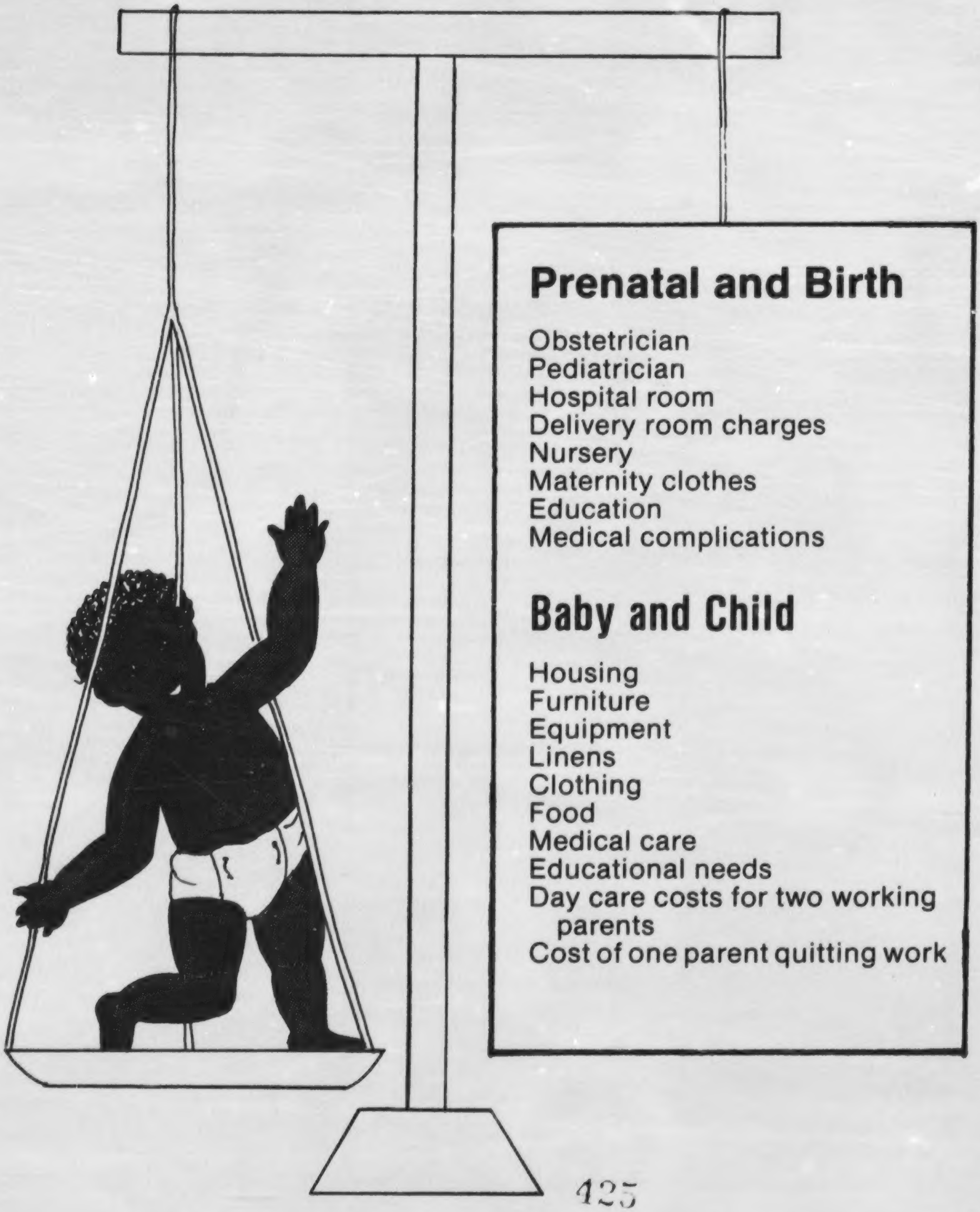
Space



Bedding


Clothing
Food
Education
Transportation
COSTS OF RAISING A CHILD
Toys, Books
Housing
Child Care
DAY CARE
Medical Care

Costs To Consider in Planning For Baby



Prenatal and Birth

- Obstetrician
- Pediatrician
- Hospital room
- Delivery room charges
- Nursery
- Maternity clothes
- Education
- Medical complications

Baby and Child

- Housing
- Furniture
- Equipment
- Linens
- Clothing
- Food
- Medical care
- Educational needs
- Day care costs for two working parents
- Cost of one parent quitting work

PART-TIME PARENTING THROUGH COMMUNITY AGENCIES

1. FOSTER PARENTING

2. BIG BROTHER/BIG SISTER

3. VOLUNTEER

—Children's Organization

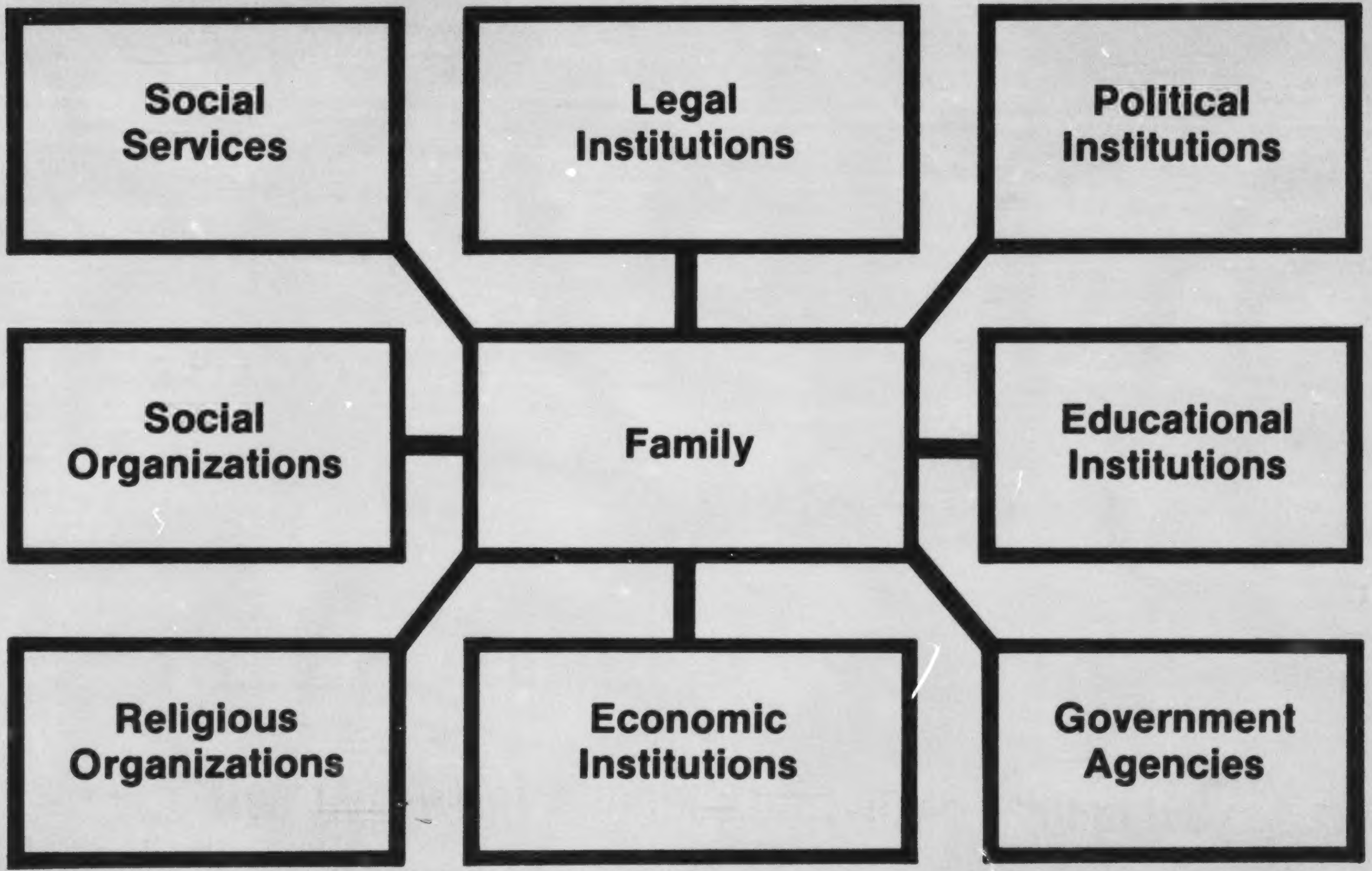
—Children's Institution

—Recreational Facility

—Religious Organization

—Other

IMPACT OF SOCIETY ON THE FAMILY



Social Services

Legal Institutions

Political Institutions

Social Organizations

Family

Educational Institutions

Religious Organizations

Economic Institutions

Government Agencies

FAMILY LAW

Birth Control

Marriage Law

Paternity Action

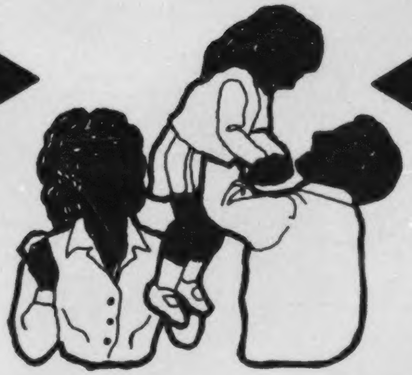
Divorce

Juvenile Court Procedures

Technological Change

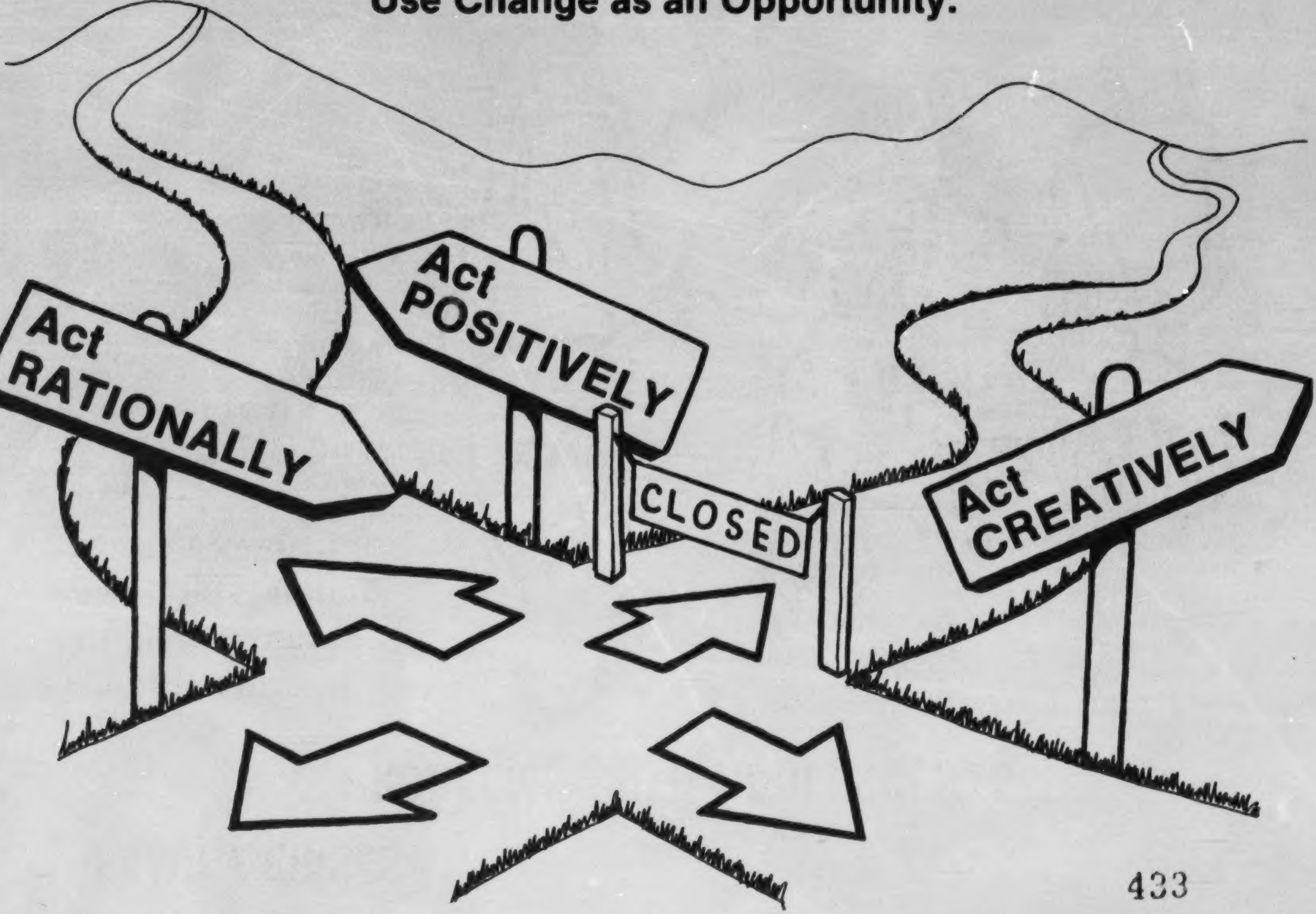
Social-
Psychological
Change

Ecological
Change



IMPACT OF CHANGE ON THE FAMILY

Never Fear Change.
Use Change as an Opportunity.

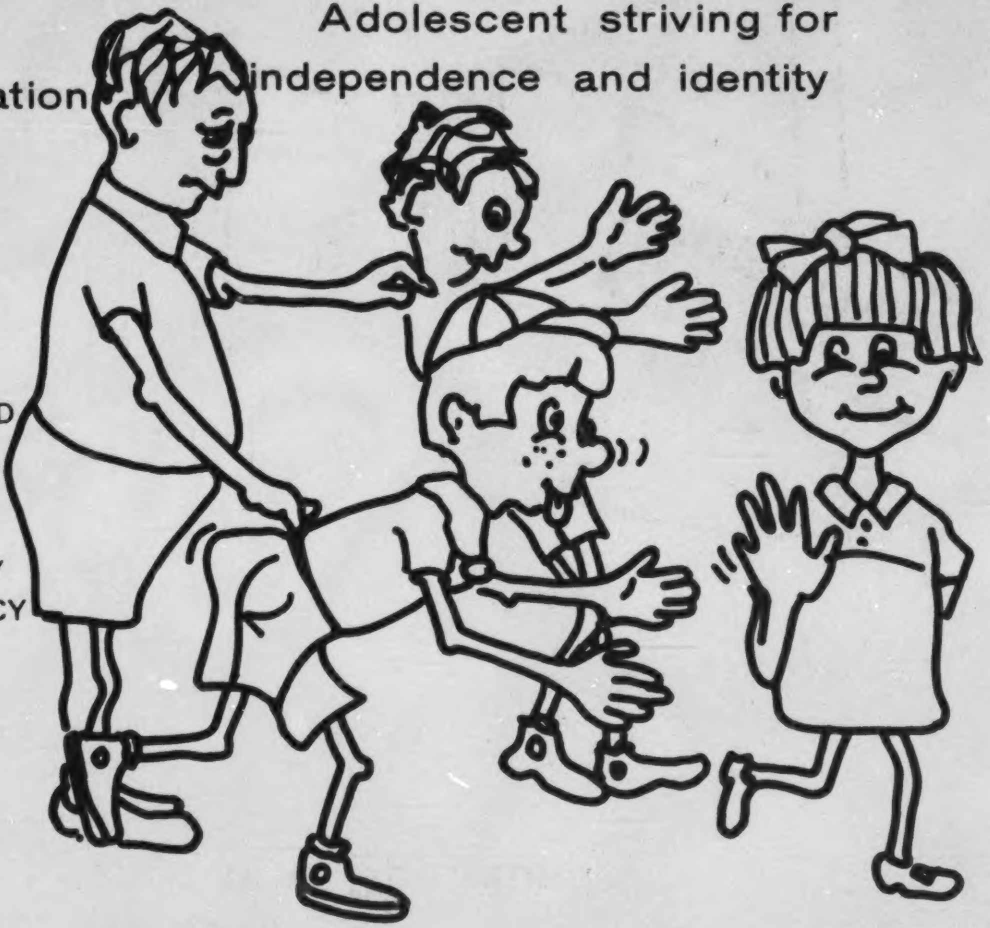

Act RATIONALLY
Act POSITIVELY
CLOSED
Act CREATIVELY

FAMILY CRISES:

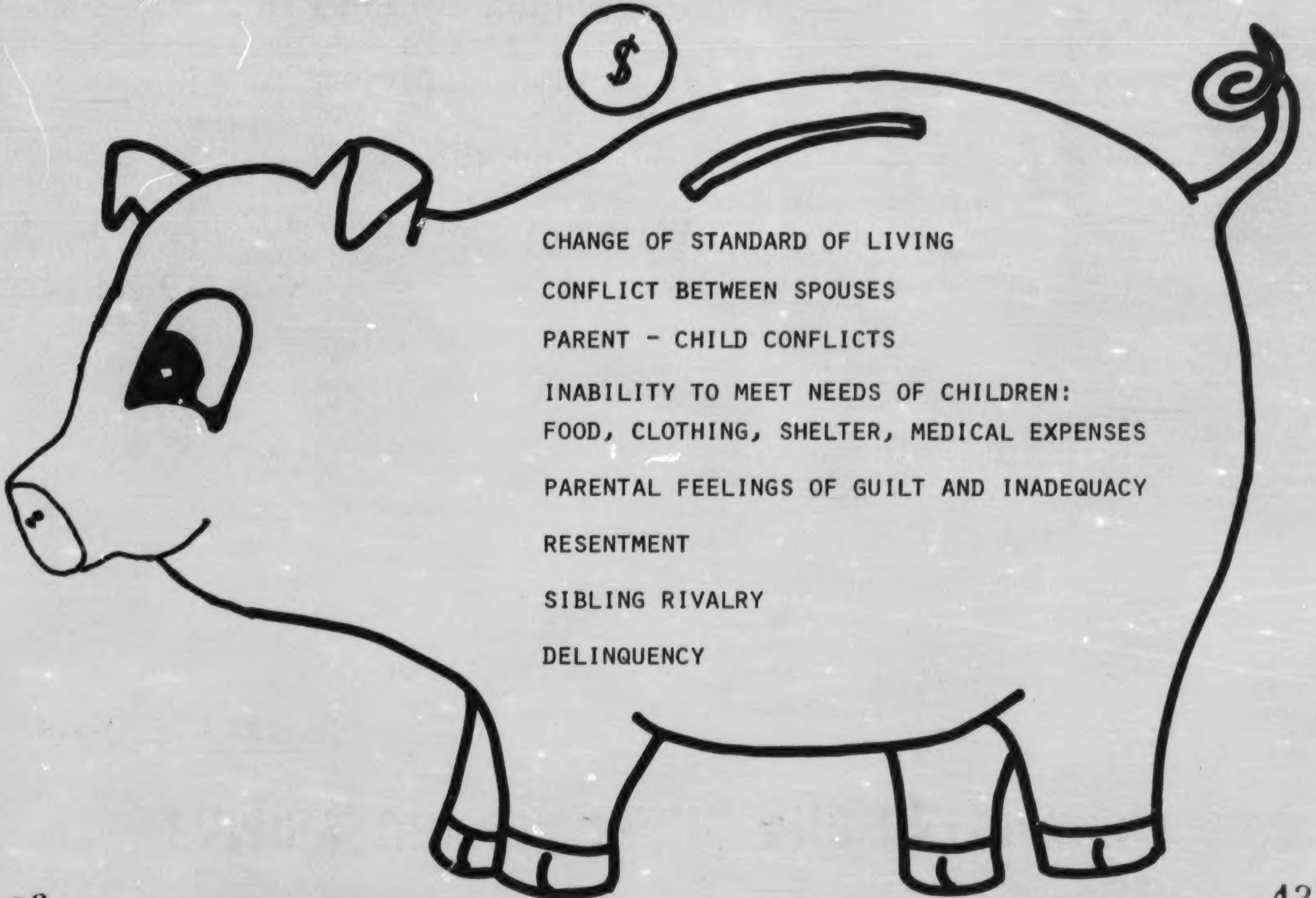
PROBLEMS WITH ADOLESCENTS

Adolescent striving for independence and identity

- Time of Turmoil
- Blocked Communication
- Misunderstanding
- Conflict over: DRESS
  - SCHOOL
  - VALUES
  - FRIENDS
- Parental fears:
  - TEENAGERS AND DRIVING
  - DRINKING
  - DRUGS
  - PREGNANCY
  - DELINQUENCY



FAMILY CRISES: FINANCIAL PROBLEMS



CHANGE OF STANDARD OF LIVING

CONFLICT BETWEEN SPOUSES

PARENT - CHILD CONFLICTS

INABILITY TO MEET NEEDS OF CHILDREN:
FOOD, CLOTHING, SHELTER, MEDICAL EXPENSES

PARENTAL FEELINGS OF GUILT AND INADEQUACY

RESENTMENT

SIBLING RIVALRY

DELINQUENCY

FAMILY CRISES: AGING AND RETIREMENT

PROBLEMS OF:

- -Change in relationships - children out of home
- -Changing roles
- -Boredom
- -Economic problems
- -Disengagement - starting a new life
- -Depression
- -Anxiety

NEED TO:

Cope with physical limitations

Deal with isolation

Establish new roles

Manage limited funds

Identify available resources

FAMILY CRISES: DEATH OF SPOUSE

- Be able to mourn and express feelings of loss
- Loneliness
- Need to start new life without partner
- Must take over all roles
- Re-establish self with new status
- Need to handle financial problem

CLASSIFICATION OF FAMILY CRISES

LOSS OF MEMBER

.DEATH
.HOSPITALIZATION
.WAR SEPARATION

ADDITION OF MEMBER

.UNWANTED PREGNANCY
.DESERTER RETURNS
.STEPPARENTS
.SOME ADOPTIONS, MEMBERS OF EXTENDED FAMILY

DEMORALIZATION

NONSUPPORT
INFIDELITY
ALCOHOLISM, DRUG ADDICTION
DELINQUENCY , CRIME

DEMORALIZATION + LOSS OR ADDITION

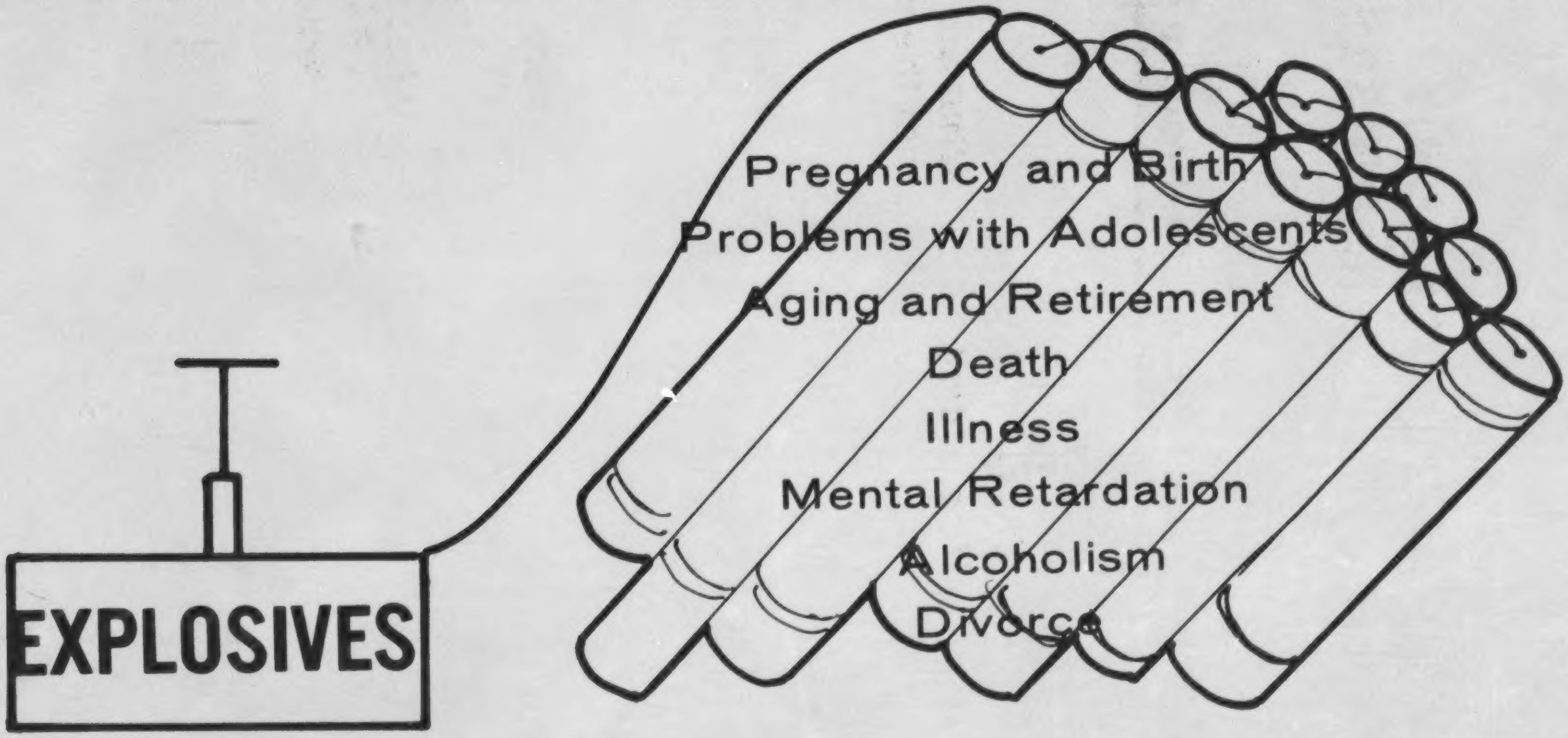
ILLEGITIMACY
RUNAWAYS
DESERTION
DIVORCE
IMPRISONMENT
SUICIDE, HOMICIDE
INSTITUTIONALIZATION

SHIFTS IN STATUS

SUDDEN IMPOVERISHMENT
UNEMPLOYMENT
SUDDEN WEALTH
DISASTERS, FLOODS, ETC.
WAR
POLITICAL CHANGES

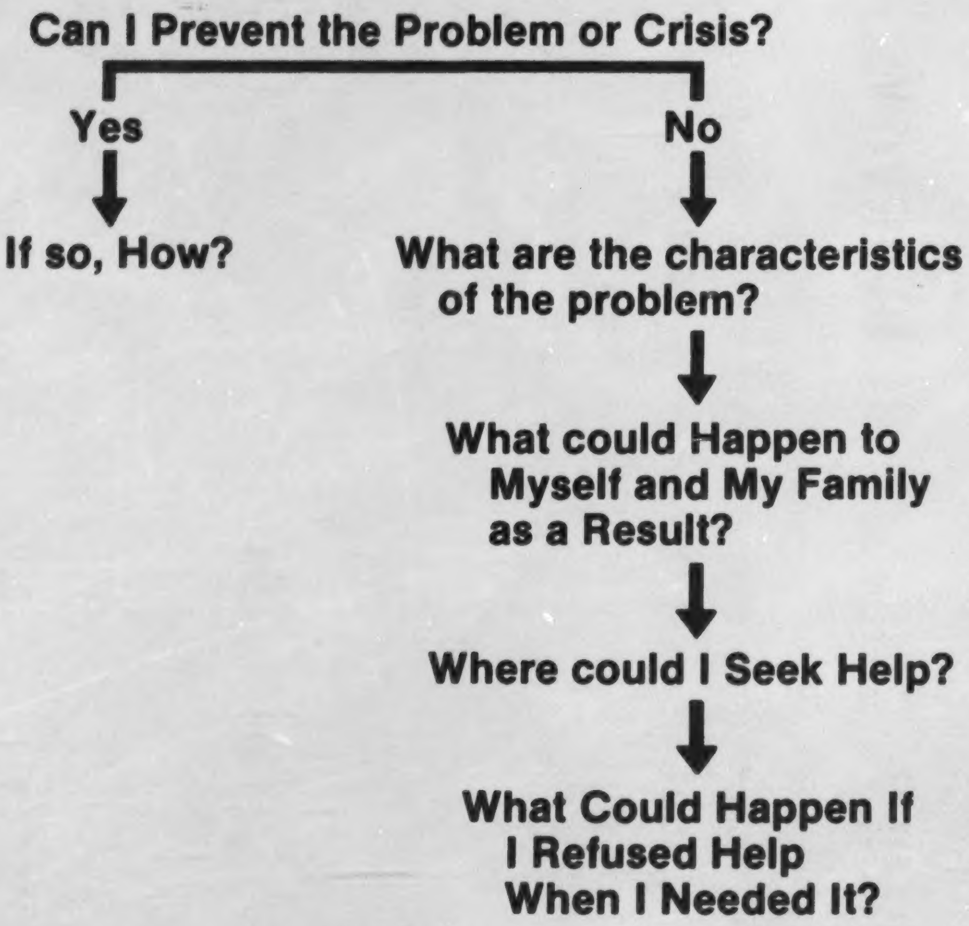
FAMILY CRISES: AN OVERVIEW

Most couples face some stress and crises during their marriage. The success of the marriage depends on the means by which they are able to cope with these situations.

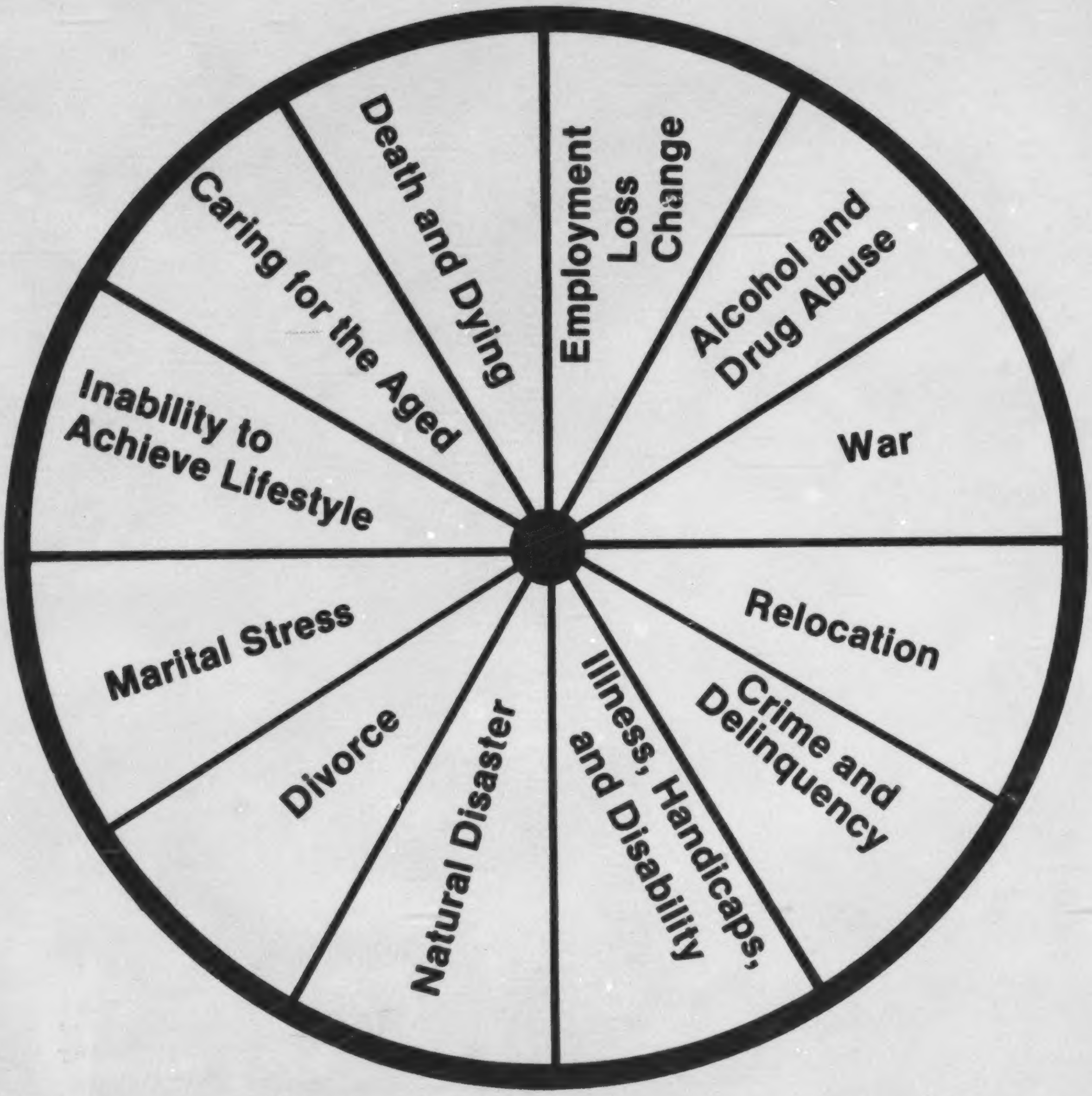


Pregnancy and Birth
Problems with Adolescents
Aging and Retirement
Death
Illness
Mental Retardation
Alcoholism
Divorce

HANDLING FAMILY PROBLEMS AND CRISES


Can I Prevent the Problem or Crisis?
Yes
No
If so, How?
What are the characteristics of the problem?
What could Happen to Myself and My Family as a Result?
Where could I Seek Help?
What Could Happen If I Refused Help When I Needed It?

COULD YOU COPE?


Employment
Loss
Change
Alcohol and
Drug Abuse
War
Relocation
Crime and
Delinquency
Illness, Handicaps,
and Disability
Natural Disaster
Divorce
Marital Stress
Inability to
Achieve Lifestyle
Caring for the Aged
Death and Dying

FAMILY CRISES: SEPARATION AND DIVORCE

LONELINESS

FEELINGS OF LOSS

FEELINGS OF GUILT AND FAILURE

NEED FOR SELF-ACCEPTANCE

FEAR - CAN I MAKE IT ON MY OWN?

NEED FOR COMPANIONSHIP

PROBLEMS WITH CHILDREN

FINANCIAL PROBLEMS

PROBLEMS OF SINGLE PARENTING

PROBLEM OF BEING A "WEEKEND" PARENT

REESTABLISHING SELF AS A SINGLE PERSON: CREATIVE DIVORCE

- COME TO TERMS WITH PAST MARRIAGE

-MOURN THE LOSS OF THE RELATIONSHIP

-TAKE ON NEW ROLES AND RESPONSIBLITIES

-FIND NEW ABILITIES AND INTERESTS

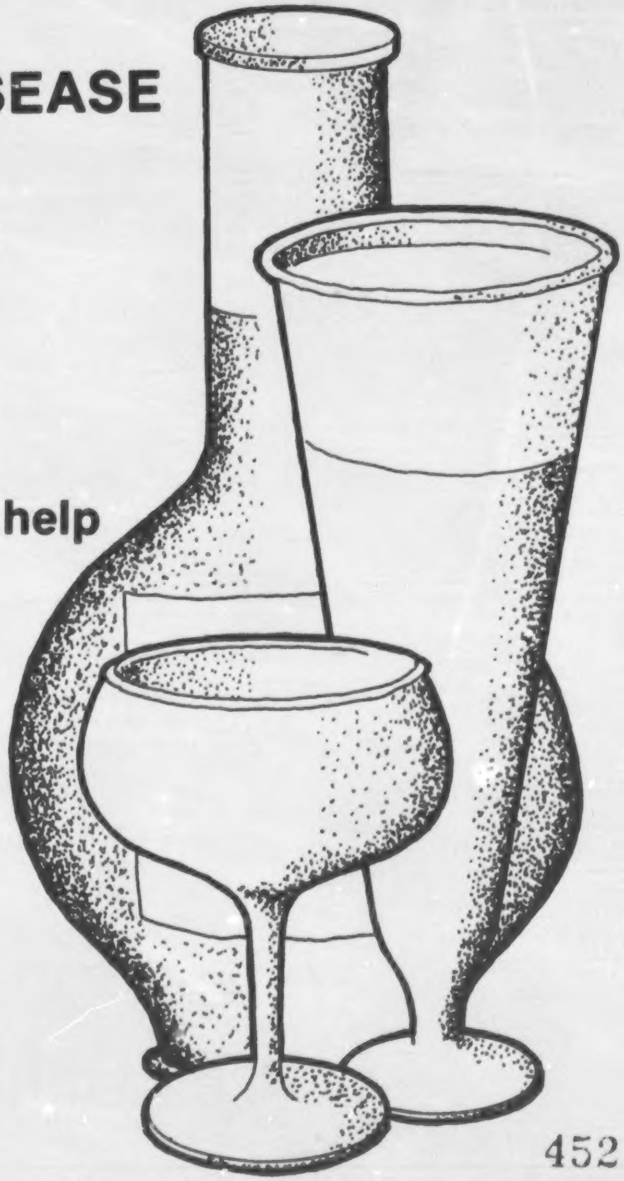
-DEAL WITH POSITIVE AND NEGATIVE FEELINGS

-WORK TOWARDS PERSONAL GROWTH

-ESTABLISH NEW RELATIONSHIPS

-HAVE REALISTIC EXPECTATIONS

FAMILY CRISES:
ALCOHOLISM A FAMILY DISEASE



One in 10 persons is an alcoholic

Alcoholism affects every family member

Family can prevent alcoholic from receiving help

Alcoholic's spouse must take on dual role

Family lives in climate of crisis, inconsistency, and emotional disturbance

Family system must be broken to enable recovery

PARENTS WHO ABUSE THEIR CHILDREN

STUDIES SHOW PARENTS USUALLY:

-Have unrealistic expectations of child's abilities

-Were abused themselves

-Were emotionally deprived during childhood

-Have a low self-esteem

-Think child should fulfill their needs

-Are very sensitive to rejection

-Have an unhappy marriage

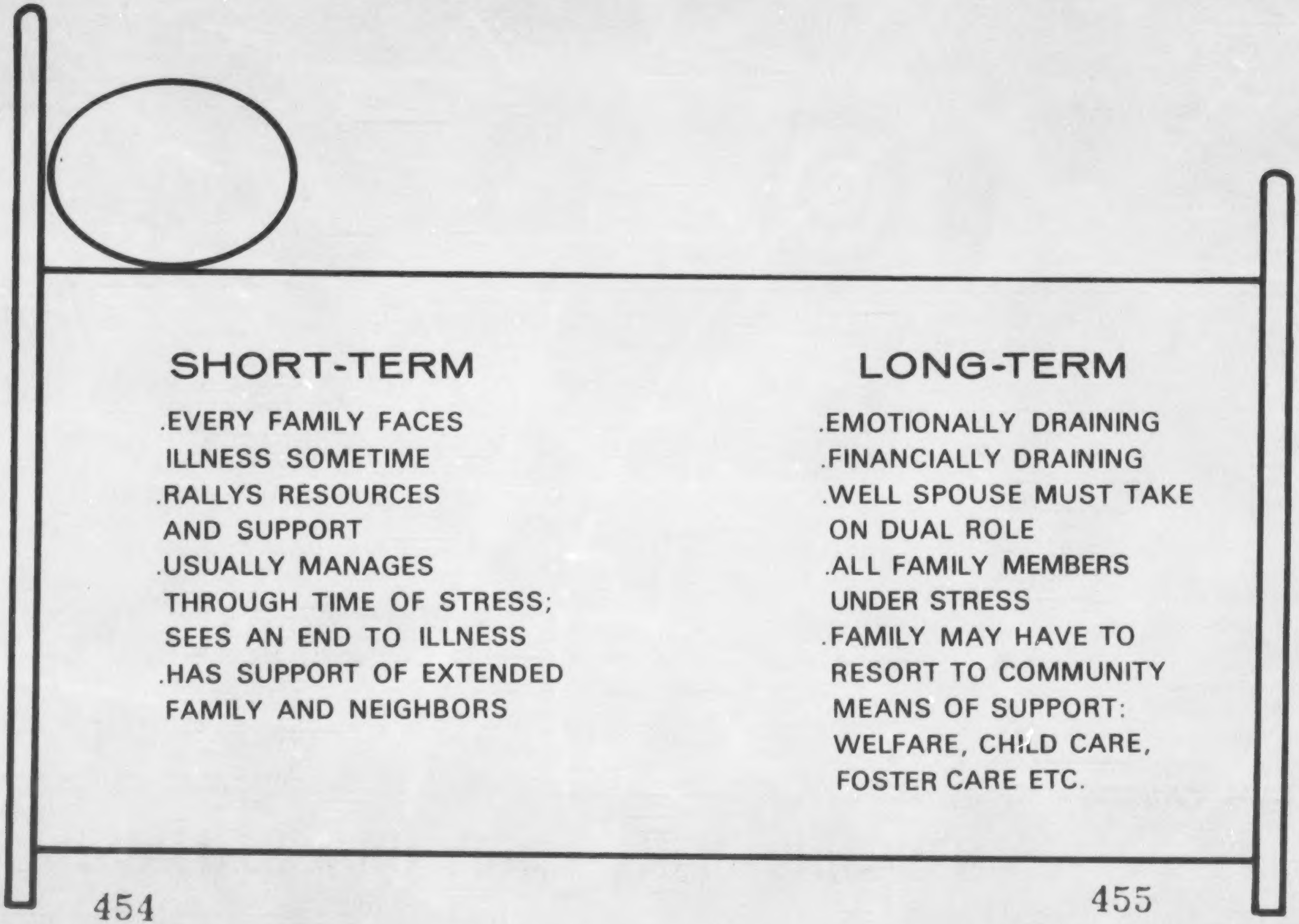
-Have money problems

-Are isolated from others; have no one to help in stressful times

-Are immature and insecure

From: Papalia, Diane, and Olds, Sally. *A Child's World.* (New York: 1975) pp. 266-270 (22).

FAMILY CRISES: PHYSICAL ILLNESS



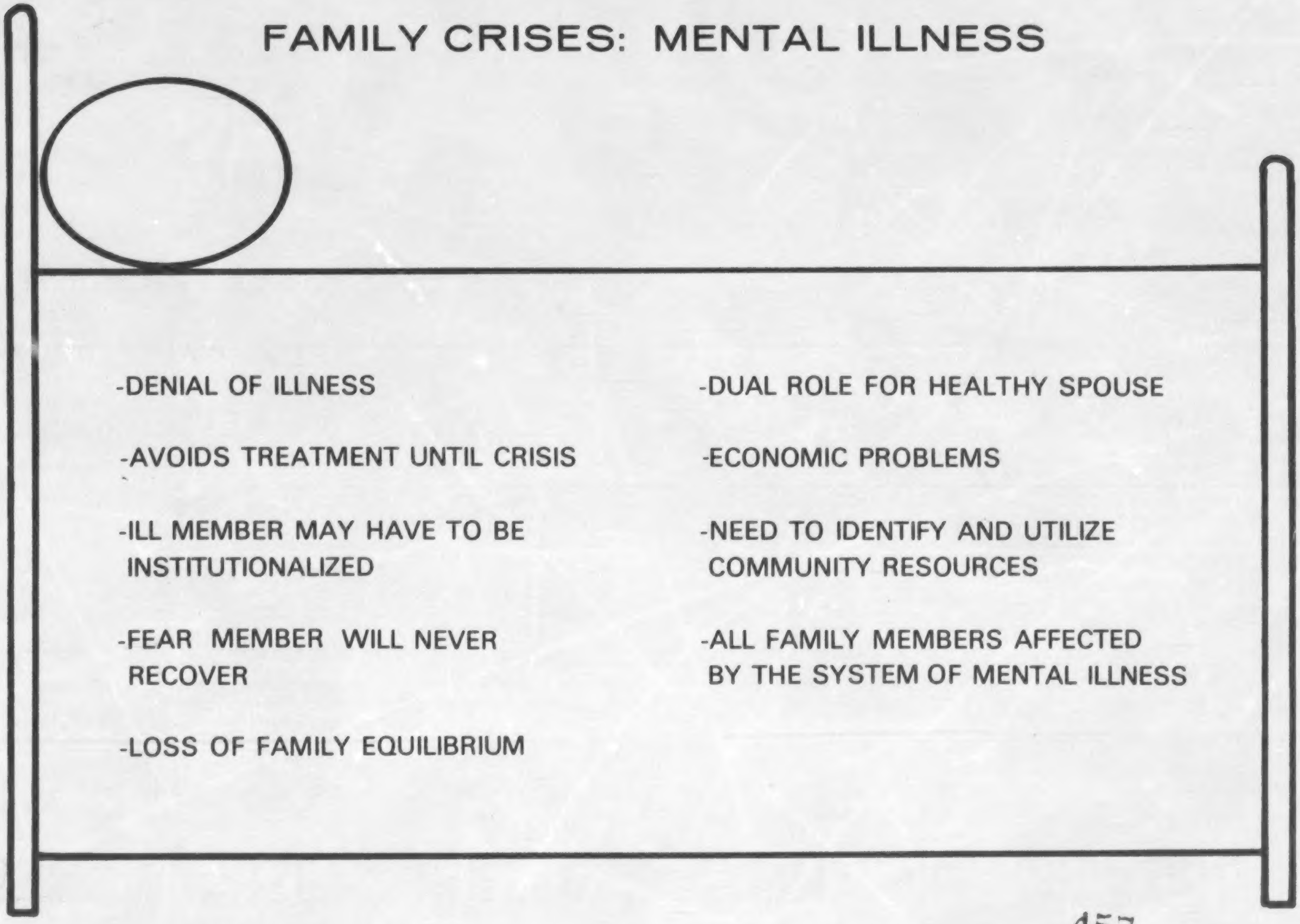
SHORT-TERM

- EVERY FAMILY FACES ILLNESS SOMETIME
- RALLYS RESOURCES AND SUPPORT
- USUALLY MANAGES THROUGH TIME OF STRESS; SEES AN END TO ILLNESS
- HAS SUPPORT OF EXTENDED FAMILY AND NEIGHBORS

LONG-TERM

- EMOTIONALLY DRAINING
- FINANCIALLY DRAINING
- WELL SPOUSE MUST TAKE ON DUAL ROLE
- ALL FAMILY MEMBERS UNDER STRESS
- FAMILY MAY HAVE TO RESORT TO COMMUNITY MEANS OF SUPPORT: WELFARE, CHILD CARE, FOSTER CARE ETC.

FAMILY CRISES: MENTAL ILLNESS



- -DENIAL OF ILLNESS
- -AVOIDS TREATMENT UNTIL CRISIS
- -ILL MEMBER MAY HAVE TO BE INSTITUTIONALIZED
- -FEAR MEMBER WILL NEVER RECOVER
- -LOSS OF FAMILY EQUILIBRIUM
- -DUAL ROLE FOR HEALTHY SPOUSE
- -ECONOMIC PROBLEMS
- -NEED TO IDENTIFY AND UTILIZE COMMUNITY RESOURCES
- -ALL FAMILY MEMBERS AFFECTED BY THE SYSTEM OF MENTAL ILLNESS

FAMILY CRISES: CHILD WITH MENTAL RETARDATION

Parental feelings of guilt, anger, resentment

Social isolation

Role strain of parents

Economic problems

Excessively high aspirations for other children

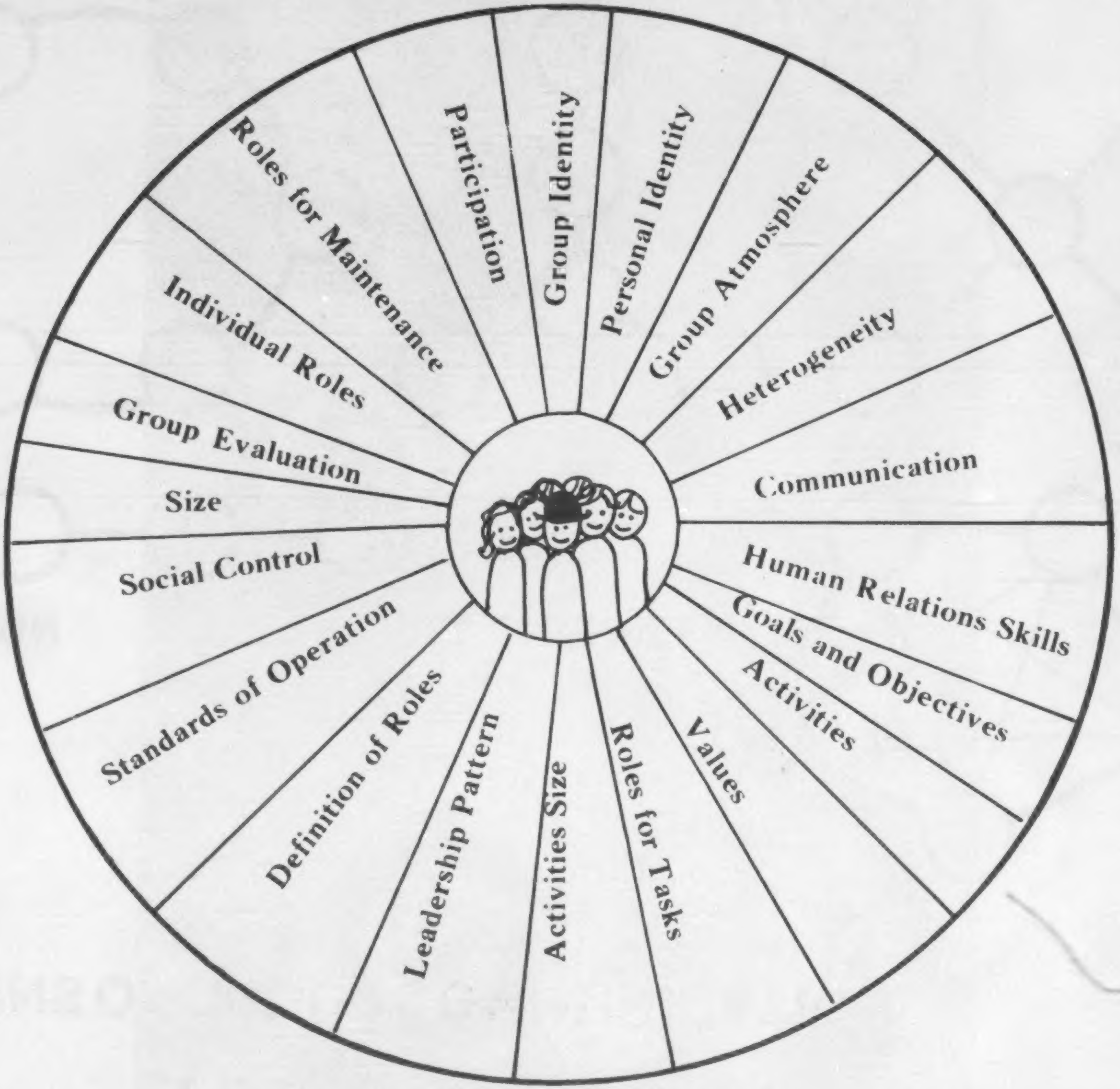
Increased marital conflict

Sibling rivalry

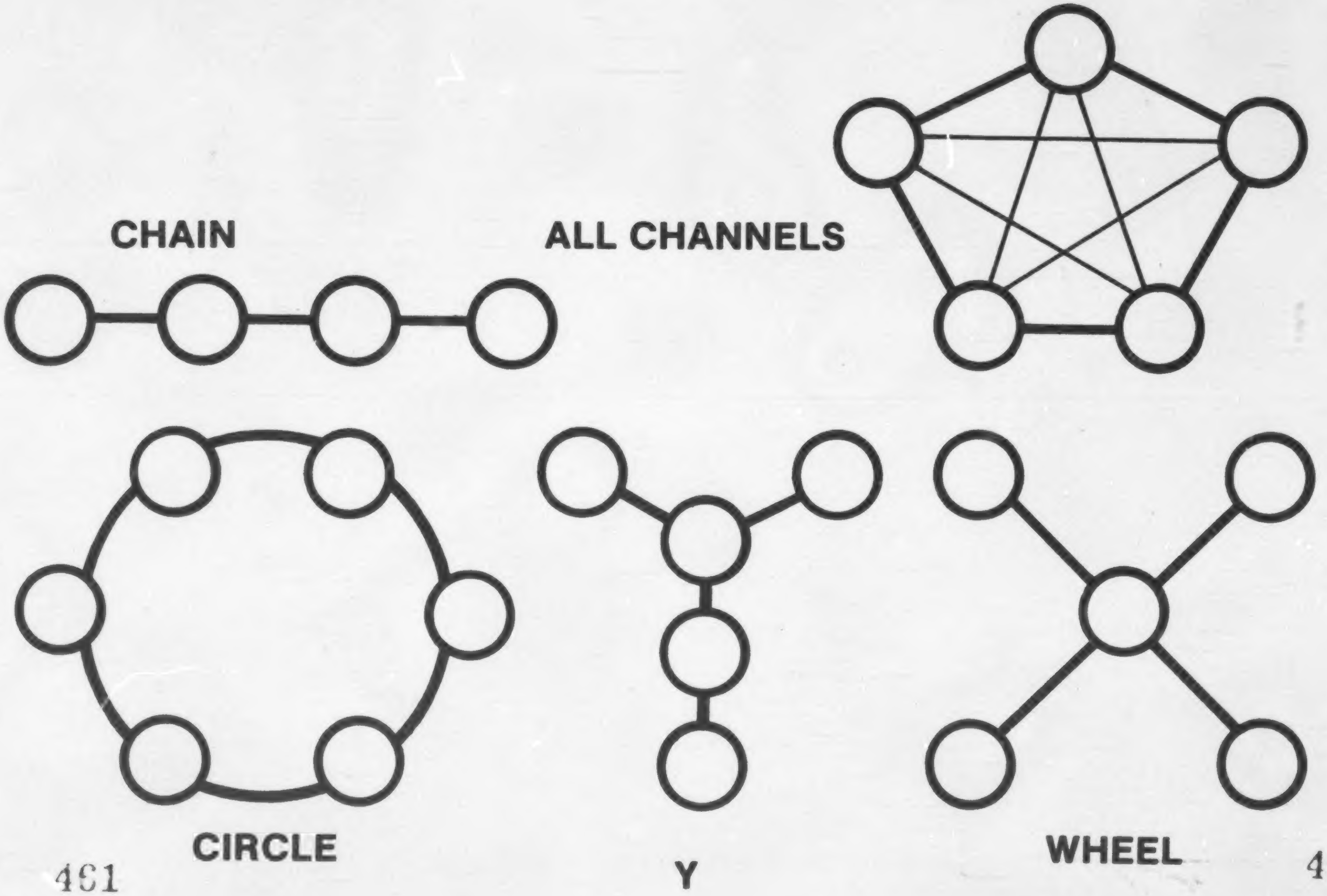
Problems of care:

- Prolonged dependency of child
- Special treatment and training

INTERNAL DYNAMICS OF GROUPS


Group Identity
Personal Identity
Group Atmosphere
Heterogeneity
Communication
Human Relations Skills
Goals and Objectives
Activities
Values
Roles for Tasks
Activities Size
Leadership Pattern
Definition of Roles
Standards of Operation
Social Control
Size
Group Evaluation
Individual Roles
Roles for Maintenance
Participation

PATTERNS OF GROUP COMMUNICATION


CHAIN
ALL CHANNELS
CIRCLE
Y
WHEEL

A SHORT COURSE IN HUMAN RELATIONS*

The six most important words,
"I ADMIT I MADE A MISTAKE"

The five most important words,
"YOU DID A GOOD JOB"

The four most important words,
"WHAT IS YOUR OPINION"

The three most important words,
"IF YOU PLEASE"

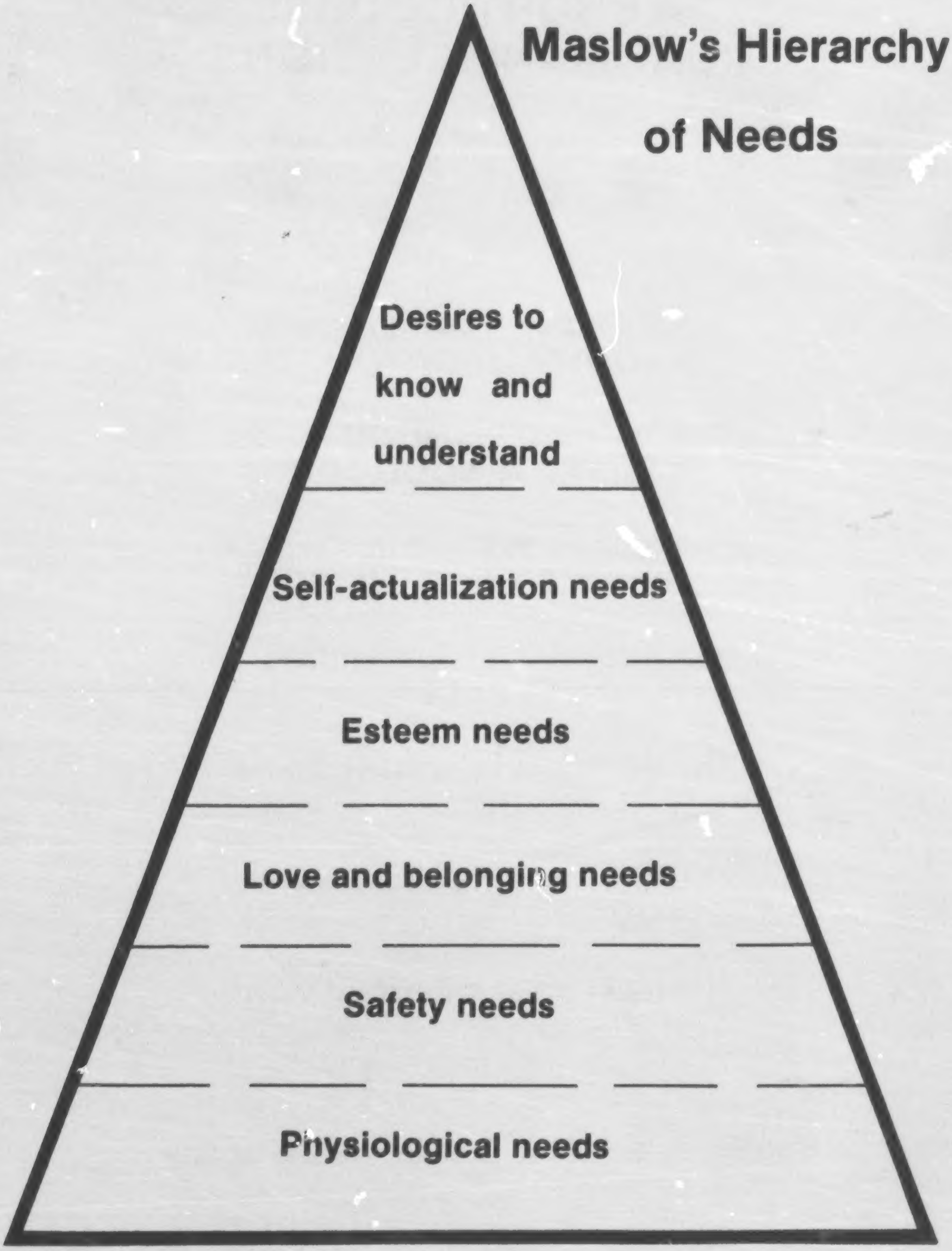
The two most important words,
"THANK YOU"

The one most important word,
"YOU"

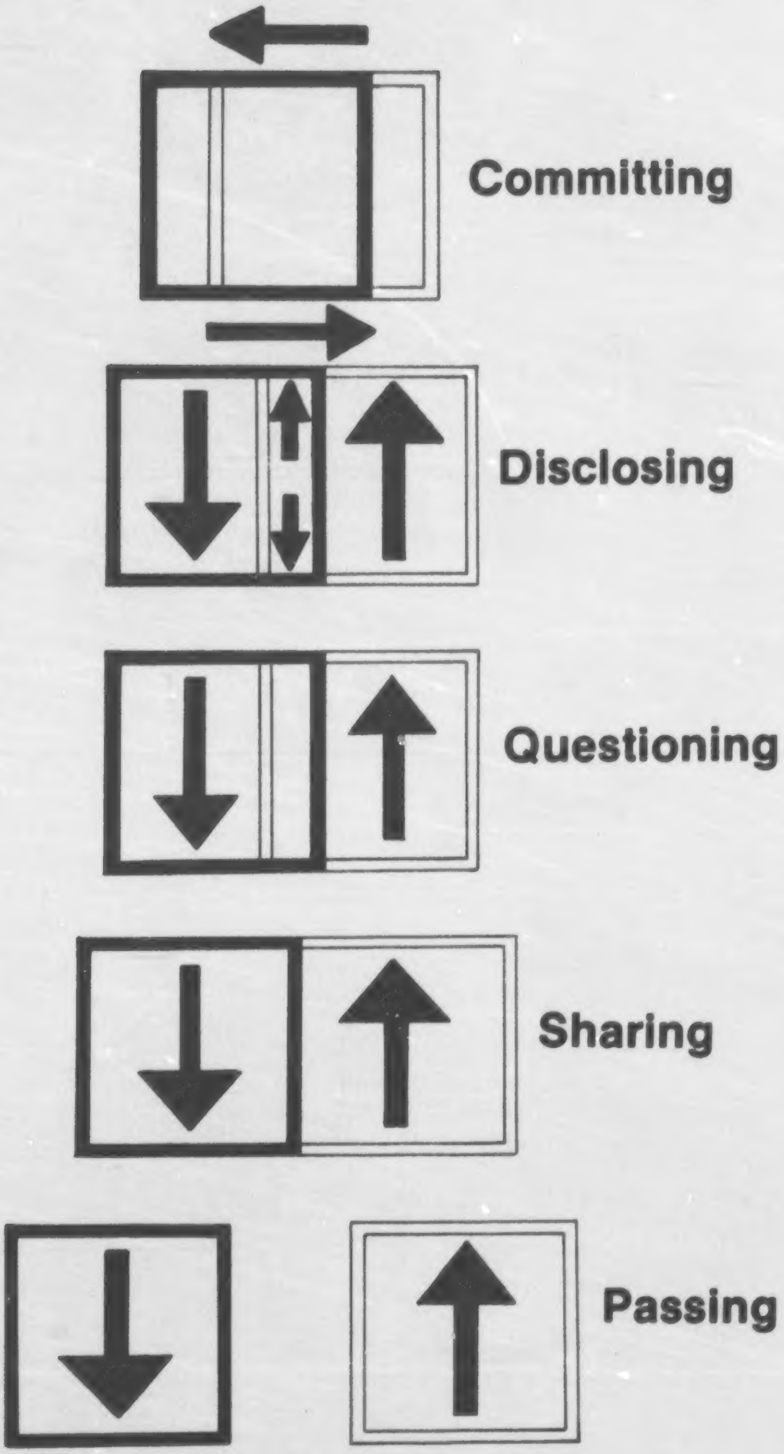
The least most important word,
"I"

***Southwestern Bell Telephone Company**

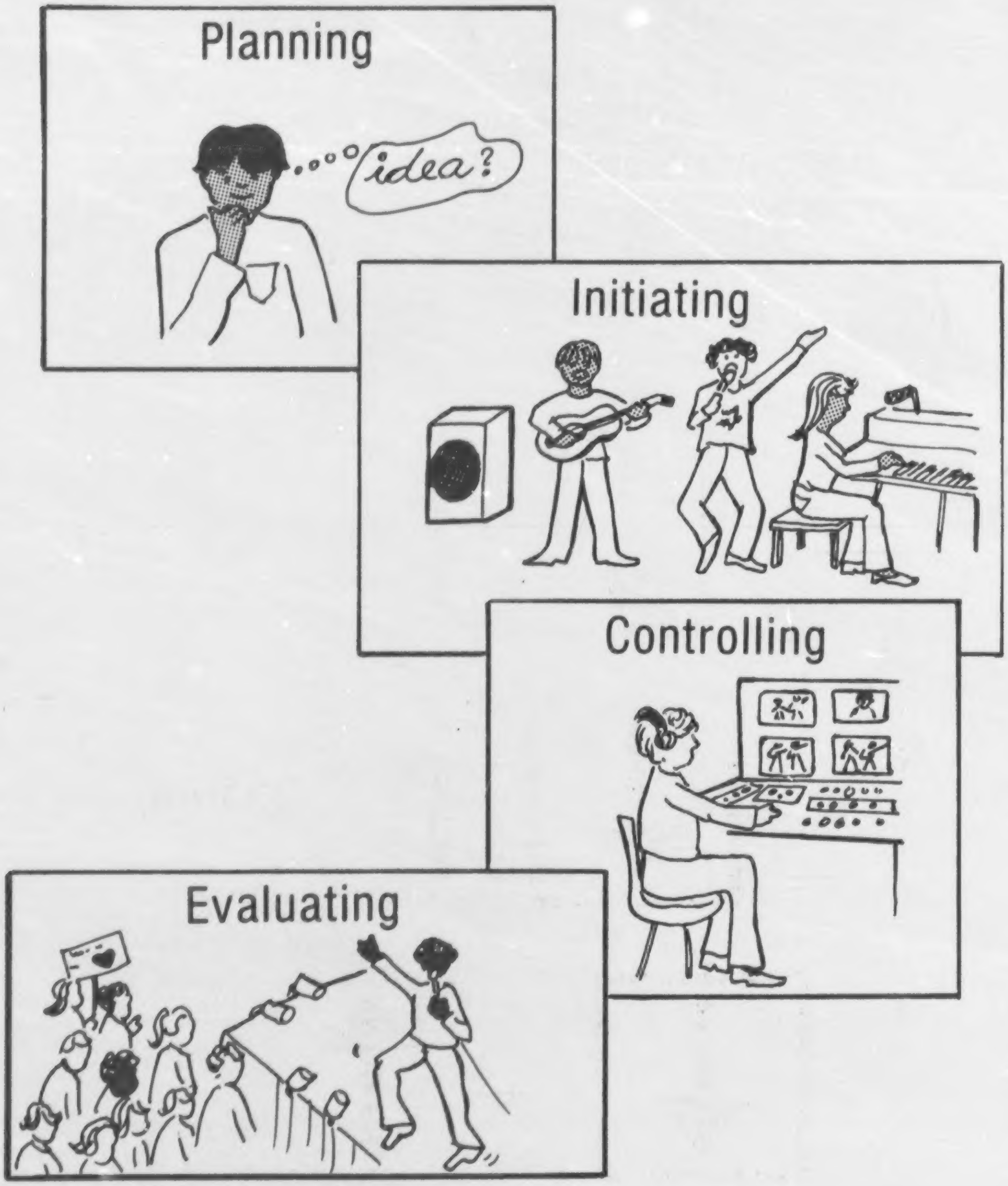
Maslow's Hierarchy of Needs


Desires to know and understand
Self-actualization needs
Esteem needs
Love and belonging needs
Safety needs
Physiological needs

LEVELS OF INTERACTION


Committing
Disclosing
Questioning
Sharing
Passing

THE MANAGEMENT PROCESS


Planning
idea?
Initiating
Controlling
Evaluating

SPECIAL PARENTING SITUATIONS

Besides natural parenthood, there are several ways adults can have a parent-child relationship with children:

ADOPTION: INFANTS AND CHILDREN

1. Through a state adoption agency
2. Through a private agency
3. Through the black market
4. Adoption of orphaned children
   —Orphans from overseas
   —Orphans from within extended family
   —Orphans who are godchildren
5. Adoption of children from a former marriage (Stepchildren)

SINGLE PARENTING

POSSIBLE PROBLEMS OF THE SINGLE PARENT

Need for Self-Acceptance
Loneliness
Mourning, Feelings of Loss
Feelings of Guilt, Feelings of Failure
Need for Self-Reliance
Desire to Compensate for Missing Parent
Need for Social Experiences With Other Adults
Adjustment to a New Style of Living
Need to Help Children Adjust
Financial Problems
Lack of Time for Self

REASONS FOR DATING

GENDER IDENTITY

WEANING FROM FAMILY

SOCIAL COMPETENCE

COMMUNICATION SKILLS

ASSESSING EGO NEEDS

SELF-UNDERSTANDING

————OTHERS?

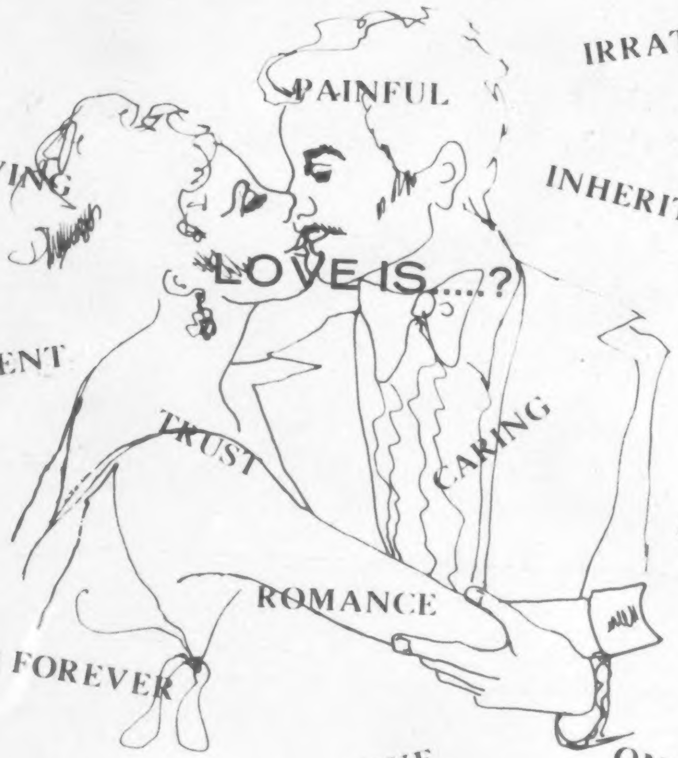
CLARIFICATION OF LIFE PHILOSOPHY

COPING WITH SEXUAL FEELINGS

RELATING TO OTHER SEX

DEVELOPING MEANINGFUL RELATIONSHIPS

LOVE IS.....?



THE CONQUEROR OF ALL

EXCLUSIVE

FRIENDSHIP

UNDERSTANDING

EXCITEMENT

SELF-SACRIFICING

RESPECT

IRRATIONAL

FOR EVERYONE

PAINFUL

FORGIVING

INHERITED

SHARING

LOGICAL

FULFILLMENT

TRUST

CARING

SEXUAL SATISFACTION

FOR ONESELF FIRST

HONEST

SELF-DISCLOSURE

ROMANCE

GIVING

FOREVER

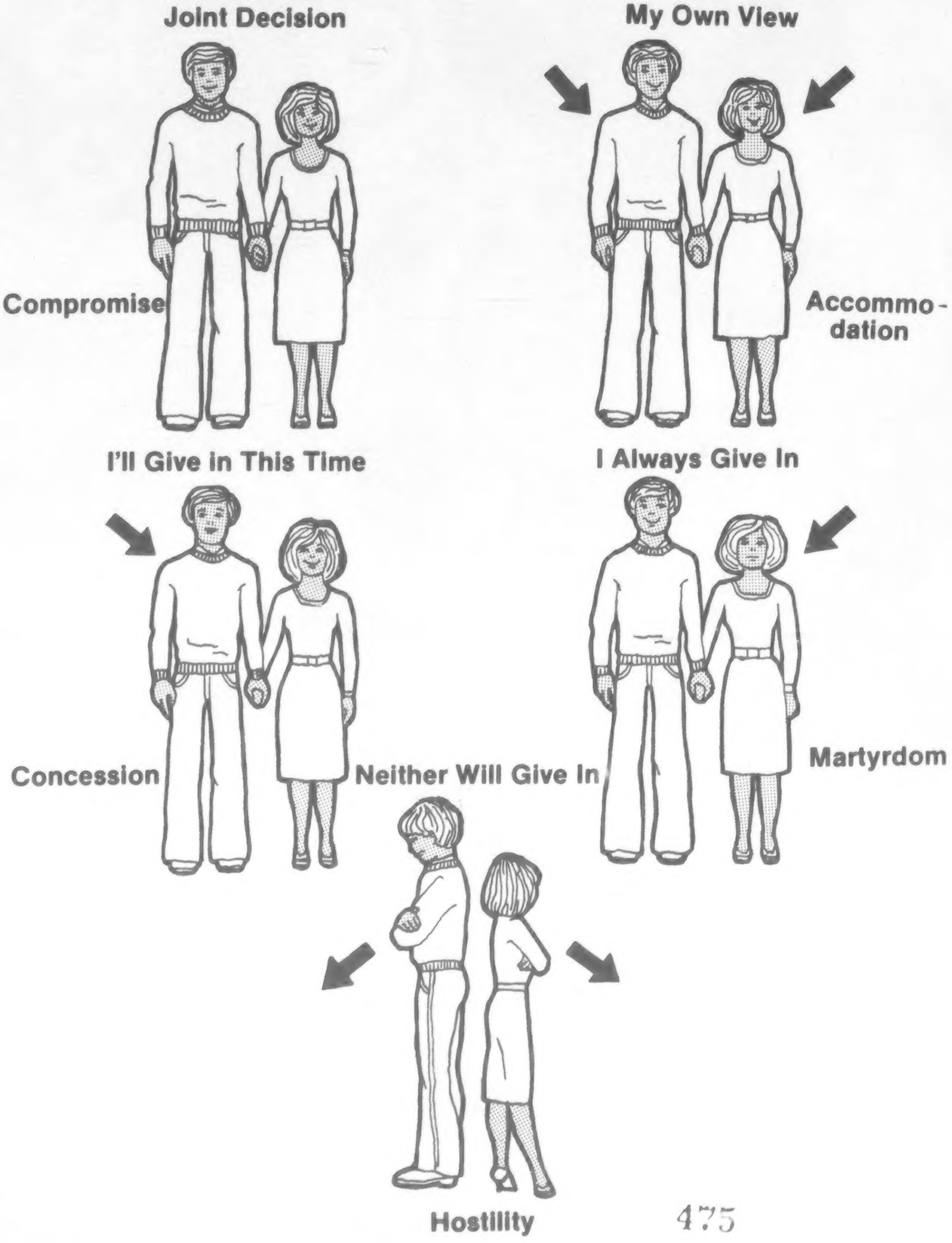
BLIND

LEARNED

BUILT ON LOVE

ONLY BETWEEN
MAN AND WOMAN

WAYS TO SOLVE DISAGREEMENTS

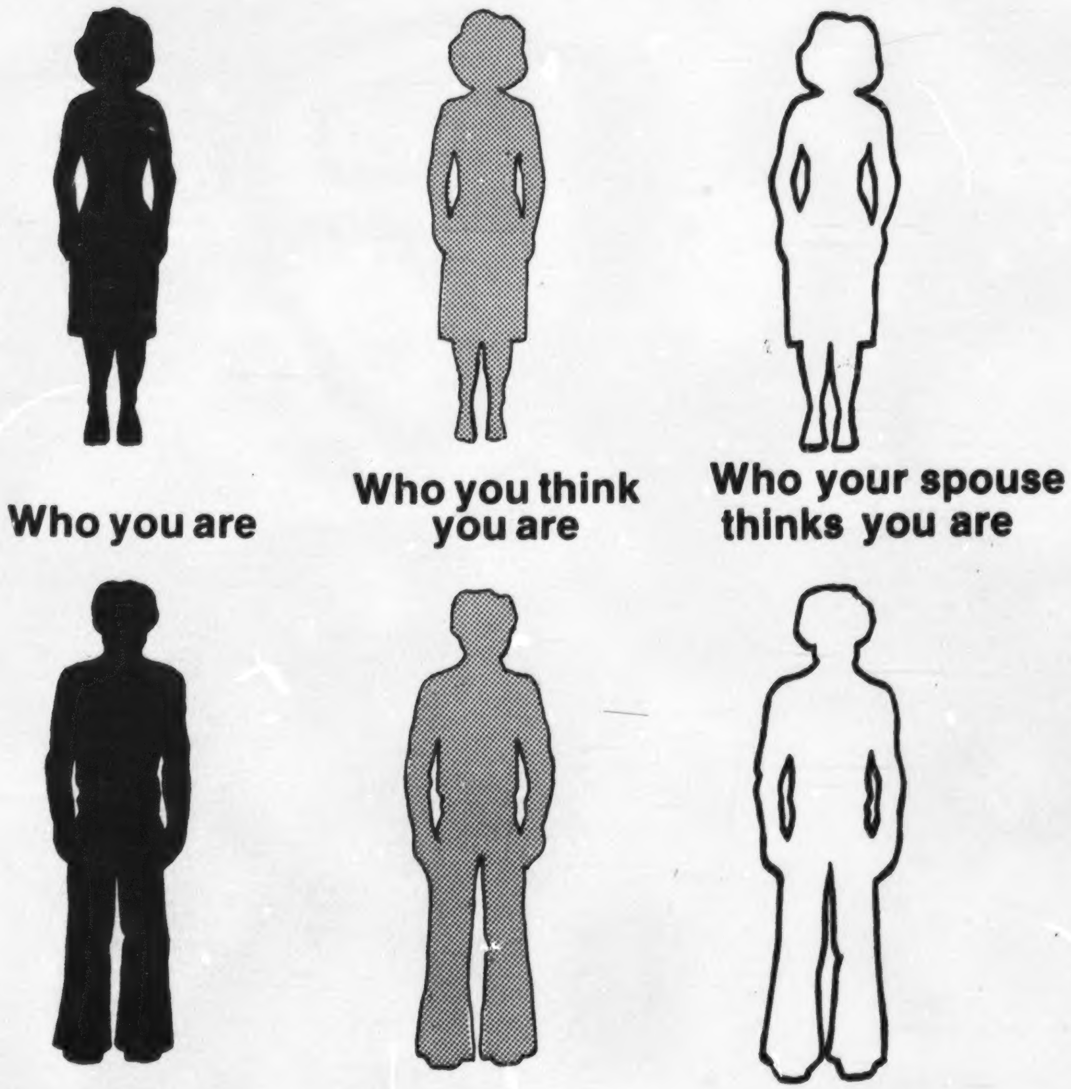

Joint Decision
Compromise
My Own View
Accommodation
I'll Give in This Time
Concession
I Always Give In
Martyrdom
Neither Will Give In
Hostility

TIPS FOR GOOD COMMUNICATION IN MARRIAGE

1. Recognize your feelings.
2. Express your good feelings as well as your bad ones.
3. Explain your intentions.
4. If necessary, repeat what you have said.
5. Be specific.
6. Make sure your message is received as intended.
7. Avoid jumping to conclusions.
8. Feedback message you have received.
9. Put verbal and nonverbal communication together to get the total message.
10. Learn to receive messages accurately.
11. Learn to watch for communication cues:
    - (a) BODY LANGUAGE
    - (b) EXPRESSION OF FEELINGS
    - (c) BEHAVIORAL CUES (SLAMMING DOOR, ETC.)
    - (d) EXPRESSION OF ATTITUDES

COMMUNICATION IN MARRIAGE

Involves 3 Wives and 3 Husbands


Who you are
Who you think you are
Who your spouse thinks you are

REASONS FOR CONFLICT IN MARRIAGE

Children
Misunderstood Feelings
Differing Expectations
Friends
Sex
Leisure Time
Limited Space
Outside Interests
Others

In-Laws
Finances
Not Communicating
Household Chores
Differing Values
Role Conflict
Unmet Needs
Personality Conflicts
Job

TRADITIONAL METHODS OF RESOLVING CONFLICT

1. "When in doubt, stall" PROCRASTINATION
   RESULT: partner is treated like non-person

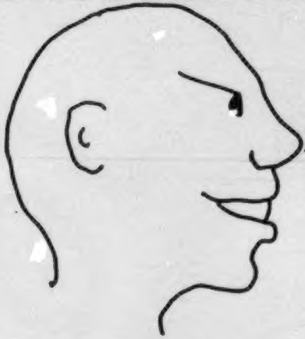
2. "Let's ask George to decide" THIRD-PARTY JUDGMENT
   RESULT: avoids risk, learning,and responsibility

3. "Let's agree to disagree" PEACEFUL CO-EXISTENCE
   RESULT: no shared commitment to important goals

4. "Then I'il do this and you do that" COMPROMISE
   RESULT: Usually avoids the real issue

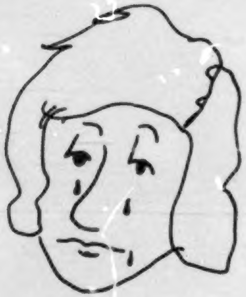
5. "O.K., we'll do it your way" CONCESSION
   RESULT: martyrdom of one partner

UNSUCCESSFUL WAYS OF RESPONDING TO CONFLICT

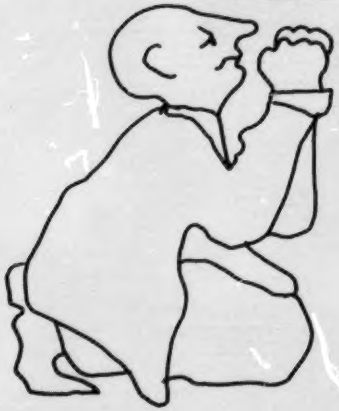


AGGRESSION:
"You ___ ___ !"

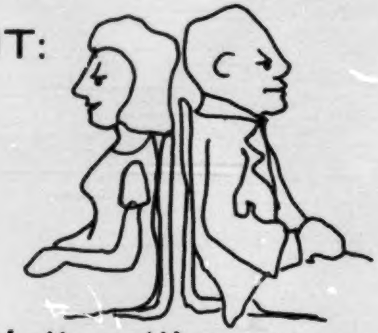
CRYING:
Manipulate spouse



SUBMISSIVENESS:
"Poor me, I always have to give in"

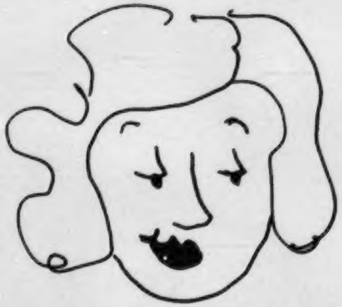


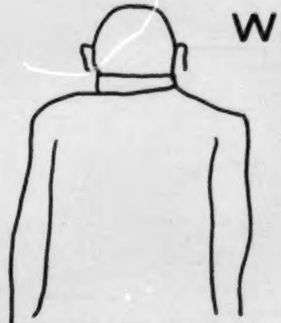
SILENT TREATMENT:



Wait until spouse "gives in"

DENIAL:
"What conflict?"





WITHDRAWAL:

SYNERGISTIC METHOD OF CONFLICT RESOLUTION

"Let's face our disagreement and work it through to a new result"

RESULT: Moves conflict to problem- solving experience
Uses dynamics of facts, feelings and attitudes

METHODS: 1. Asking Questions and Sharing Answers
"What are our goals?" "What are the facts we need to know?" "What obstacles must be overcome?" "What alternative paths might lead to our goals?" "Who needs to do what?"

2. Listening, Gaining Insight , Sharing

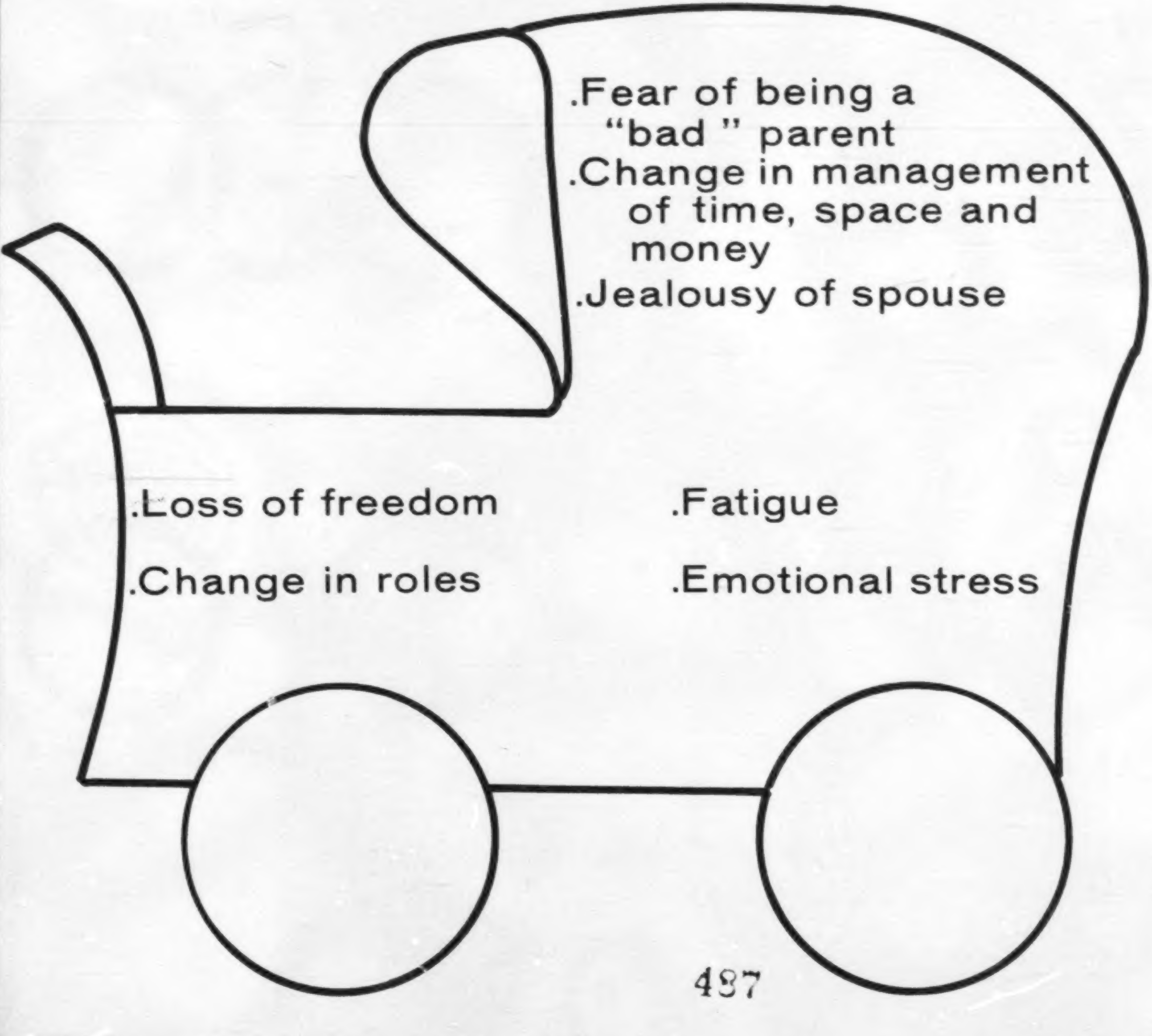
3. Giving Feedback, Checking Out Partner's Thoughts, Feelings

4. Finding Doorways of Choice

PRESSURES OF AMERICAN SOCIETY

Overpopulation
"Get Ahead"
Changing Sex Roles
New Sexual Standards
Competition
"Be the Best"
Urbanization
New Technology
Crime
Poverty
Divorce
Suicide
"Be Yourself"
Materialism
Drug Abuse
Alienation
Mistrust in Government
Changing Institutions
Alcoholism
Unemployment
Changing Lifestyles
Conform to Society
Mobility
Lonely Crowd
Prejudice
Money

FAMILY CRISES: PREGNANCY AND CHILDBIRTH



.Fear of being a "bad" parent

.Change in management of time, space and money

.Jealousy of spouse

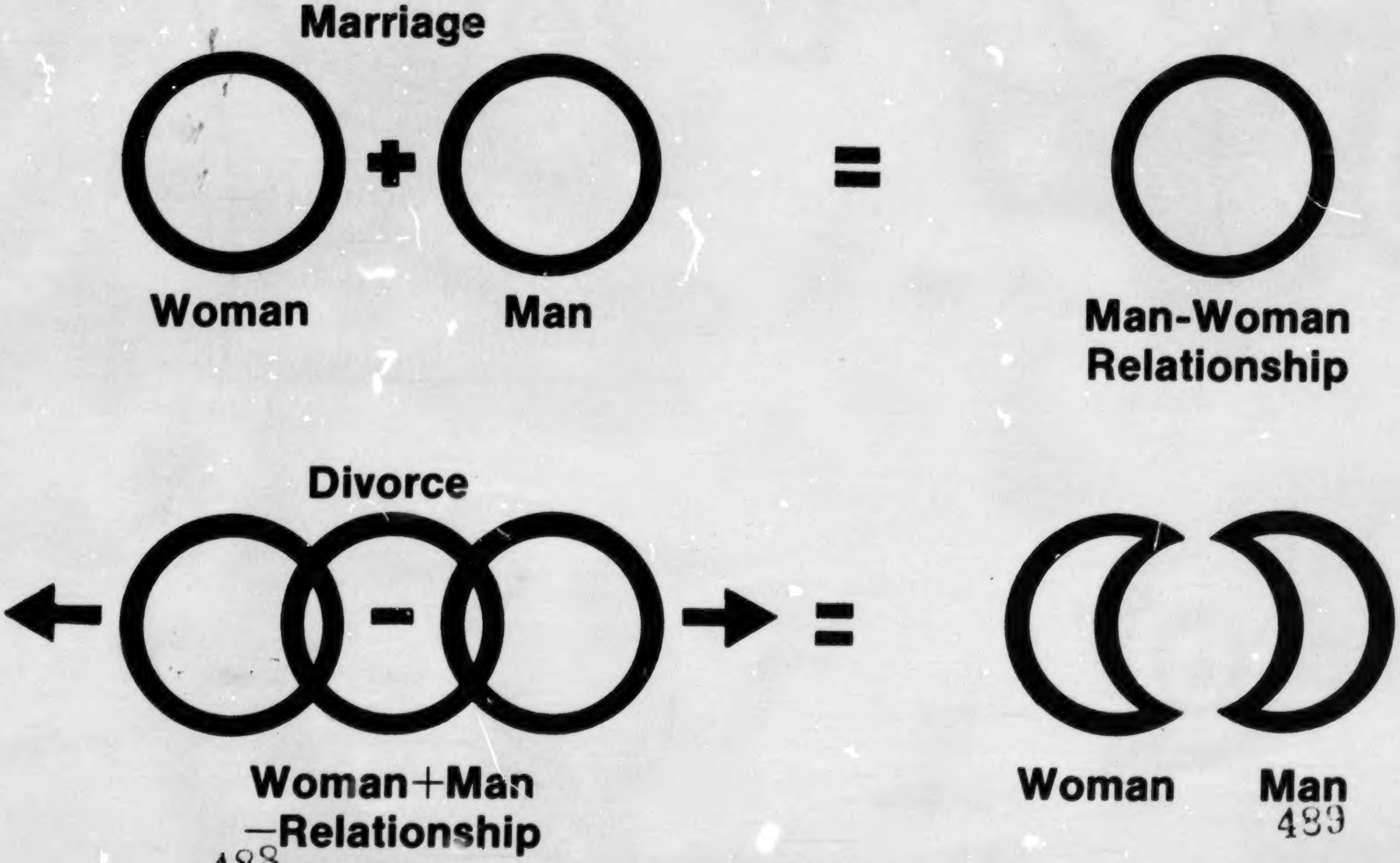
.Loss of freedom

.Change in roles

.Fatigue

.Emotional stress

Marriage vs. Divorce



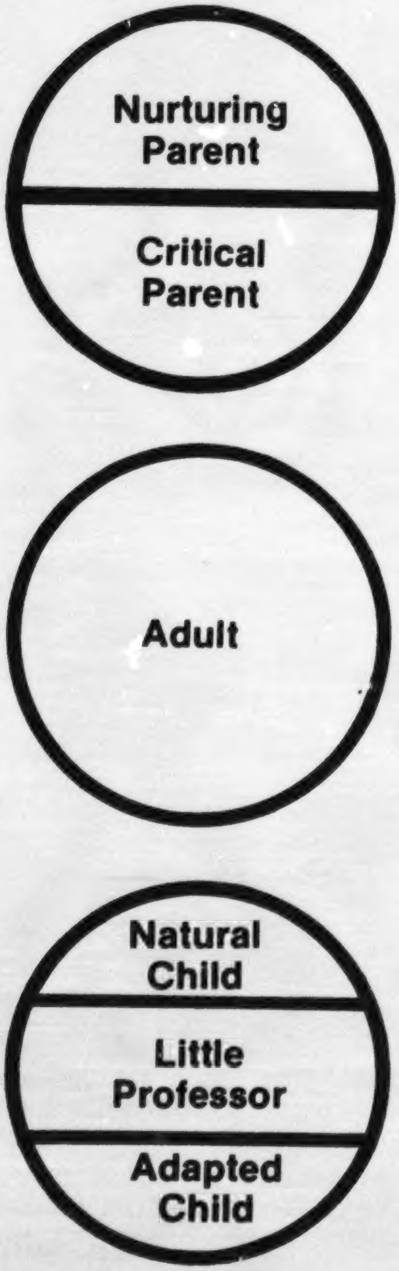
Marriage

Woman + **Man** = **Man-Woman Relationship**

Divorce

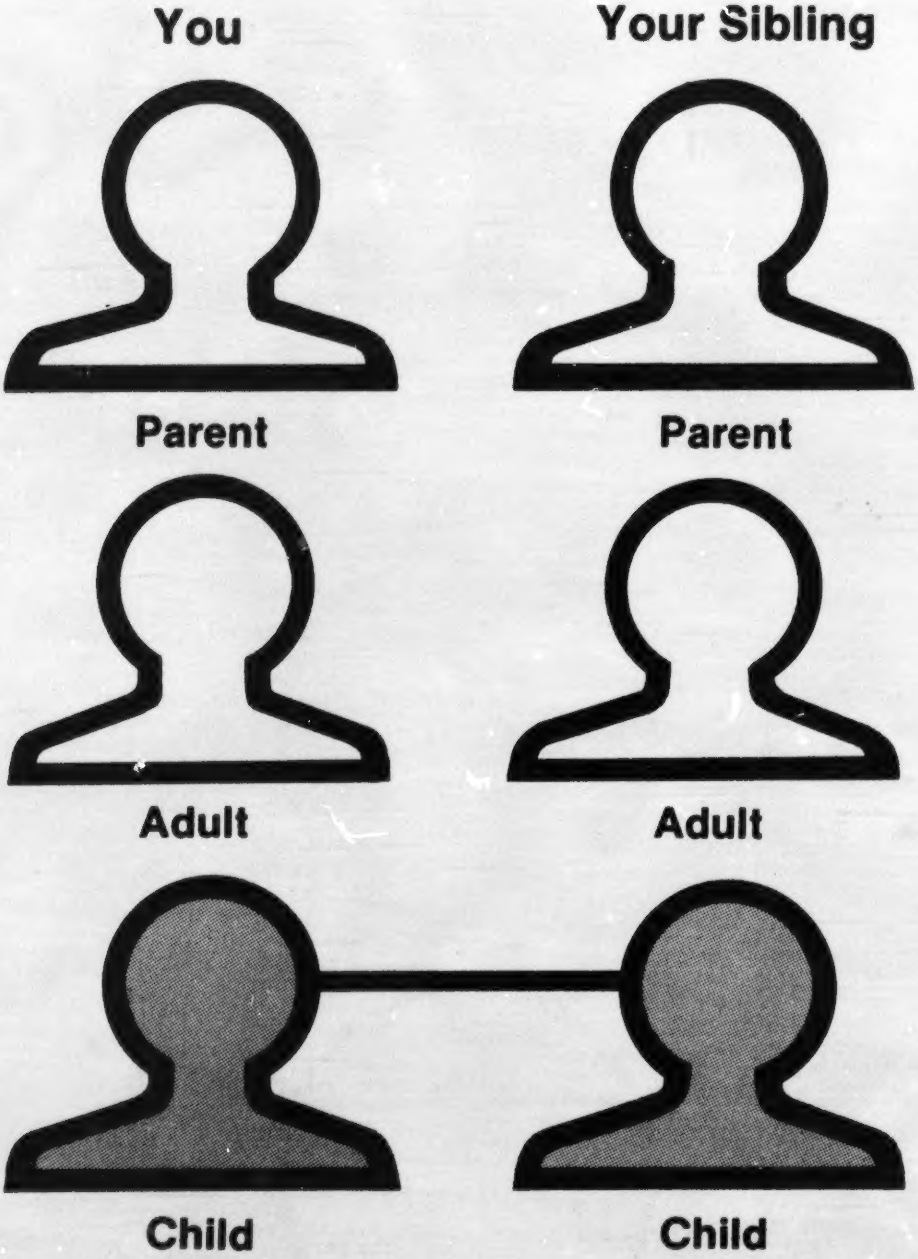
Woman+Man −Relationship = **Woman** **Man**

THREE LEVELS OF COMMUNICATION


Nurturing Parent
Critical Parent
Adult
Natural Child
Little Professor
Adapted Child

Source: Modified from Berne, Eric. *Games People Play: The Psychology of Human Relationships.* (New York: Ballantine, 1964).

COMPLEMENTARY TRANSACTION

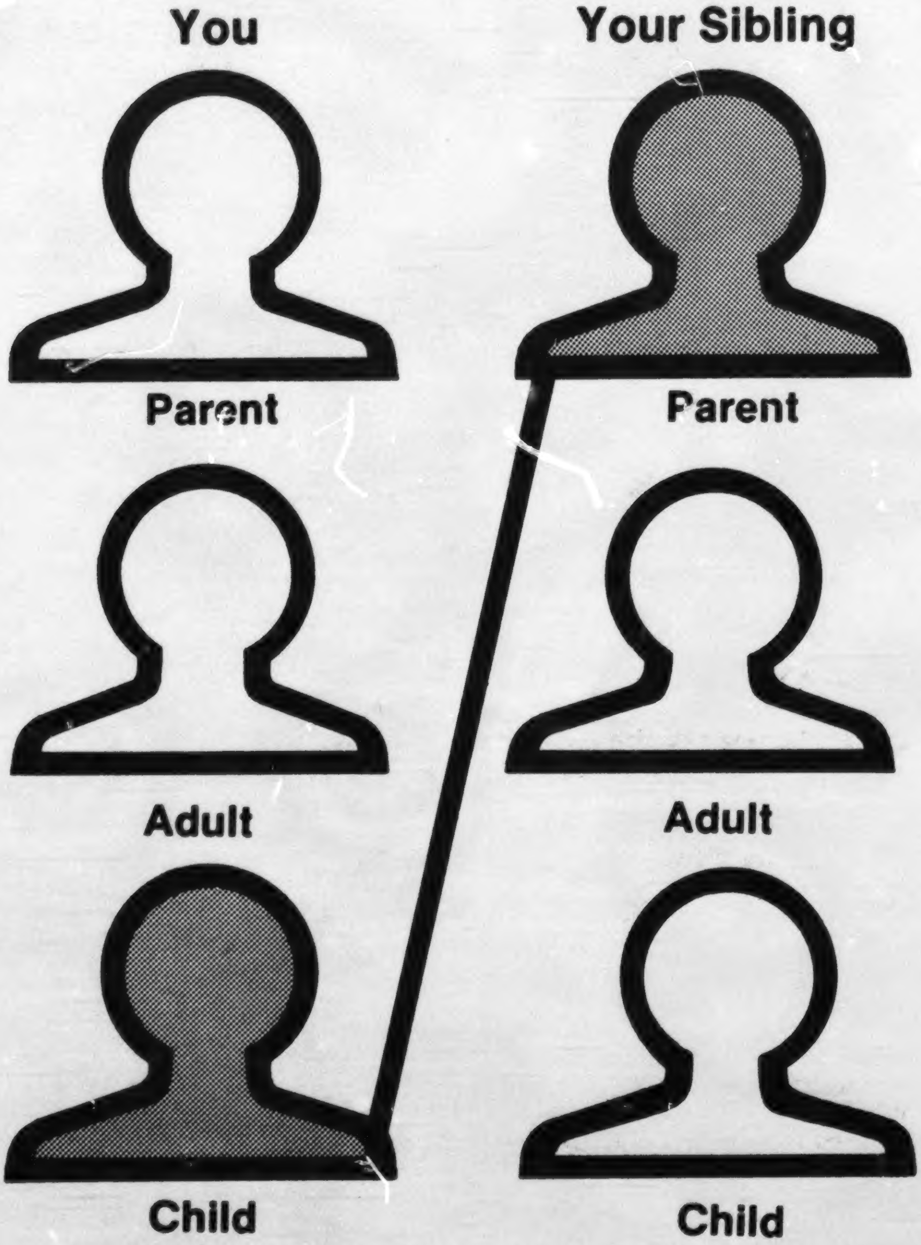

You
Your Sibling
Parent
Parent
Adult
Adult
Child
Child

"You borrowed my tennis racket without asking!"
"You're always taking my things without permission."

"You're always whining and complaining."
"You're just selfish!"

Source: Modified from Berne, Eric. *Games People Play: The Psychology of Human Relationships.* (New York: Ballantine, 1964).

CROSS TRANSACTION

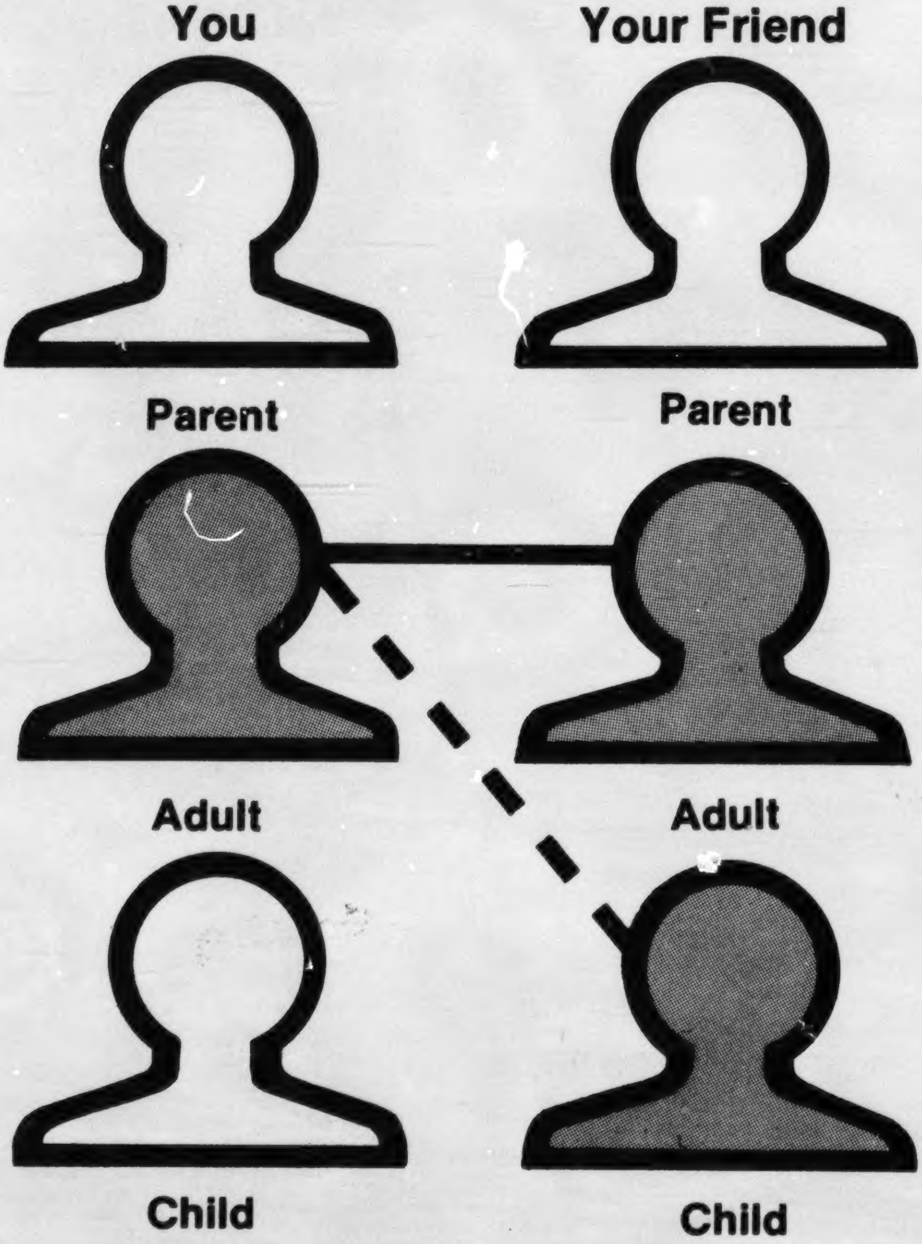

You
Your Sibling
Parent
Parent
Adult
Adult
Child
Child

"I've put all your stuff on your side of the room because I couldn't stand the mess any longer."

"How dare you throw my things around like that! I want you to put them all away right this minute."

Source: Modified from Berne, Eric. *Games People Play: The Psychology of Human Relationships.* (New York: Ballantine, 1964).

ULTERIOR TRANSACTION


You
Your Friend
Parent
Parent
Adult
Adult
Child
Child

"You sure have been busy lately! Have you been having fun?"

"Yes, but I'm sorry I haven't called."
(I know you're angry but I don't want to talk about it.)

Source: Modified from Berne, Eric. *Games People Play: The Psychology of Human Relationships.* (New York: Ballantine, 1964).

DON'T HAVE A CLOUDY FUTURE
EXPLORE CAREERS IN FAMILY SERVICE

Should I go to a vocational school or college?

Is a job available?

What careers in family service are available?

What personal qualities are needed?

How soon must I make decisions?

What are the educational requirements?

What are the advancement opportunities?

MYTHS ABOUT WOMEN

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra spending money.

Women are out ill more than male workers; they cost the company more.

Women don't work as long or as regularly as their male co-workers; their training is costly and largely wasted.

Married women take jobs away from men.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Women don't want responsibility on the job; they don't want promotions or job changes which add to their work load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

From The Myth and the Reality. **Washington, DC: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, April 1973.**

FAMILY LIVING AND PARENTHOOD REFERENCE LIST

Books

Dunn, Martha D., and Peeler M. Yvonne. *Living, Learning, and Caring.* Lexington, MA: Ginn, 1981. 400 pp. ($11.49, s.p. The individual and food, clothing, relationships, citizenship. G: 10, 1976 ed.; SBF.)

Foster, Josephine A., et al. *Creative Living: Basic Concepts in Home Economics.* New York: Maclean Hunter, 1979. 504 pp. ($11.45, s.p. Personal and family relationships, consumer and home management, food and nutrition, clothing and textiles. G: 8; SBF.)

Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, IL: Charles A. Bennett, 1977. 442 pp. ($9.36, s.p. Individuality; managing and making decisions; choosing careers; relating to others; understanding children; managing money; selecting and caring for clothes; sewing; housing and decorating; planning, preparing, serving, and eating meals. G: 10; SBF.)

Landis, Paul H. *Your Marriage and Family Living.* 4th ed. New York: McGraw-Hill Book Co., 1977. 472 pp. ($15.40, l.p. Personality; adolescence; relationships with parents, siblings, males and females; dating; engagement; wedding and honeymoon; marriage and adjustments; parenthood and family problems. G: 10; SBF.)

McGinley, Helen. *People: Caring, Deciding, Growing.* Lexington, MA: Ginn, 1980. 569 pp. ($12.60, s.p. Individuality; human growth and development; management decisions; people and environments, food, and clothing. G: 8; SBF.)

Riker, Audrey P., and Brisbane, Holly. *Married Life.* Rev. ed. Peoria, IL: Charles A. Bennett, 1976. 560 pp. ($12.60, l.p. Married life and you, dating, engagement, love, young marriage, concepts of married life, marriage customs and laws, weddings, managing a home, money, security, health, and using resources. G: na.)

Riker, Audrey P., and Riker, Charles. *Me: Understanding Myself and Others.* Peoria, IL: Charles A. Bennett, 1977. 357 pp. ($7.71, s.p. Growing up in today's world; understanding and communicating with parents; getting along with siblings, peers, and friends; pairing and dating; death; divorce, and other life crises. G: 7; SBF.)

Ryder, Verdene. *Contemporary Living.* 2nd ed. South Holland, IL: Goodheart-Wilcox, 1981. 360 pp. ($13.20, l.p. Personality development, getting along with yourself and others, personal commitments, dimensions of families. G: 8, 1979 ed.; SBF.)

Sasse, Connie R. *Person to Person.* 2nd ed. Peoria, IL: Charles A. Bennett, 1981. 395 pp. ($11.40, l.p. Relationships in a changing world, self-concept, decision-making and values, communicating with others, family relationships, group communication, work roles, careers in working with others. G: 7, 1978 ed.; SBF.)

Westlake, Helen Gum. *Relationships: A Study in Human Behavior.* Lexington, MA: Ginn, 1980. 441 pp. ($11.34, s.p. Understanding ourselves, others, marriage, and parenthood. G: 11; SBF.)

l.p.	list price	SBF	Sex Bias Free
s.p.	school price	na	not available
G	Grade level		

Periodicals

Good Housekeeping. New York: The Hearst Corporation. ($11.97, 1-year; $1.25, single copy. Publishing monthly. Family, beauty, human interest articles, self-improvement, clothing, food, fiction.)

Ladies' Home Journal. New York: Ladies' Home Journal, Inc. ($9.97, 1-year; $12.97, 2-year. Published monthly. Family, food, homes, consumer tips, beauty, clothes, fiction.)

Parents Magazine and *Better Homemaking.* Bergenfield. NJ: Parents Magazine Enterprises, Inc. ($6.95, 1-year; $0.75, single copy. Published monthly. Child rearing; family health, food, home, fun; and special features.)

Pamphlet Sources

The American Home Economics Association, Sales Office, 2010 Massachusetts Avenue, Northwest, Washington, DC 20036

American Medical Association, 535 North Dearborn Street, Chicago, IL 60610

Consumer Information Center, Pueblo, CO 81009

Kimberly-Clark Corporation, Box 551, Neenah, WI 54966

Metropolitan Life Insurance Company, Health and Welfare Division, 1 Madison Avenue, New York, NY 10010

Public Affairs Committee, Inc., 381 Park Avenue South, New York, NY 10016

Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Teaching Aid Sources

BFA Educational Media, 2511 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406

Brigham Young University Press, 206 University Press Building, Provo, UT 83602

Film Fair Communications, 10900 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604

Guidance Associates, 757 Third Avenue, New York, NY 10017

Maclean Hunter Learning Resources, P.O. Box 4381 Grand Central Station, New York, NY 10017 (formerly, Butterick)

Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11040

National AudioVisual Center, National Archives and Records Service, General Services Administration, Washington, DC 20409

Parents Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

J.C. Penney Company, Inc., Educational Relations, 1301 Avenue of the Americas, New York, NY 10019

Perennial Education, Inc., 1825 Willow Road, P.O. Box 236, Northfield, IL 60093

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New York, NY 10017

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Department Materials 523-A
P.O. Box 2960
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